

HUMANITIES

TEACHING AND LEARNING SYLLABUS

Lower Secondary

General 1

Implementation starting with
2024 Secondary One Cohort



Ministry of Education
SINGAPORE

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SECTION 1: INTRODUCTION

Value of Humanities Education in the 21st Century

Design of Humanities at G1 (G1 Humanities)

Curriculum Aims

Humanities and the Desired Outcomes of Education

Humanities and 21st Century Competencies

Humanities and National Education

1. INTRODUCTION

1.1 Value of Humanities Education in the 21st Century

In an everchanging, technology-driven 21st-century world, a humanities education is imperative to nurture balanced and well-grounded students. It will provide them with disciplinary knowledge, skills, values and dispositions to navigate a future that is complex, nuanced and characterised by high levels of digitalisation.

A humanities education strengthens students' local and global perspectives, broadening their intellectual foundation in the different humanities subject disciplines and anchoring them in enduring ideas of what people and society have found valuable. The humanities also offer lessons for contemporary life, enabling students to develop habits of critical thought and perspectives necessary for citizenship in a democracy.

Through a humanities education, students are taught to appreciate beauty, experience awe and wonder, think with depth and sensitivity about life, and see connecting ideas and communicate them clearly. They will come to know there are values beyond self-interest and understand issues universal to humanity, amid a rapidly changing world.

1.2 Design of Humanities at G1 (G1 Humanities)

The Lower Secondary G1 Humanities comprises **Social Studies** and three **Humanities Exposure Modules (HEMs)** in Geography, History and Literature in English.

Social Studies

At the heart of the Singapore Social Studies curriculum is the preparation of our students to be effective citizens by helping them to better understand the interconnectedness of Singapore and the world they live in, and to appreciate the complexities of the human experience.

Drawing on aspects of society that are of meaning and interest to students, Social Studies seeks to ignite students' curiosity to inquire into real-world issues that affect their lives. Through inquiry and authentic learning experiences, Social Studies helps students to attain relevant knowledge and understanding about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

Social Studies seeks to inculcate in students a deeper understanding of the values that define Singapore society, nurture dispositions that will inspire them to show concern for society and the world in which they live, and demonstrate empathy in their relationships with others. The curriculum therefore envisions students as informed, concerned and participative citizens competent in decision-making, and with an impassioned spirit to contribute responsibly to the society and world in which they live.



Figure 1.1: The Singapore Social Studies Curriculum

Humanities Exposure Modules

The HEMs provide students with an all-rounded experience in the humanities that is calibrated to meet their learning needs and interests while managing their learning load. They are designed as bite-sized modules to enable students to:

- experience aspects of Geography, History and Literature in English;
- see the relevance of the humanities in everyday life, e.g., appreciate different perspectives; and
- ignite the joy of learning through the humanities.

The three Humanities Exposure Modules are connected by an overarching theme, **Understanding People’s Relationships with Self, Society and the Environment**. Together, they provide students with some disciplinary knowledge, skills, values, and dispositions to:

- understand themselves as individuals, their relationships with one another and the society and environment in which they live; and
- respond to ideas and people with empathy and discernment.

1.3 Curriculum Aims

Social Studies

As ***informed*** citizens, students will:

- understand the rights and responsibilities of citizens and the role of the government in society;
- understand their identity as Singaporeans, with a regional and global outlook;
- understand the Singapore perspective on key national, regional and global issues;
- analyse and negotiate complex issues through evaluating multiple sources with different perspectives; and
- arrive at well-reasoned, responsible decisions through reflective thought and discernment.

As ***concerned*** citizens, students will:

- have a sense of belonging to the nation, appreciate and be committed to building social cohesion in a diverse society;
- be motivated to engage in issues of societal concern; and
- reflect on the ethical considerations and consequences of decision-making.

As ***participative*** citizens, students will:

- take responsible personal and collective actions to effect change for the good of society; and
- be resilient in addressing concerns of society in spite of challenges faced.

Humanities Exposure Modules

The HEMs aim to nurture well-rounded students by developing in them knowledge, skills, values and dispositions to:

- broaden students' knowledge and understanding of society, the environment and the world through exposure to different humanities subjects; and
- better develop global and civic competencies of students regardless of their post-secondary educational choices.

The knowledge, skills, values and dispositions that will be taught and learnt through the HEMs are:

Knowledge

Students will be able to:

- demonstrate knowledge and understanding of the interconnections between people, the environment, and ideas across time.

Skills

Students will learn to:

- ask questions to initiate and sustain their learning;
- evaluate and respond to different media (e.g., texts, images, maps) to arrive at well-substantiated conclusions; and
- consider the significance of context and perspectives when exploring issues and ideas.

Values and Dispositions

Students will develop:

- curiosity about the world;
- empathy for people;
- respect, care and concern for the community and environment; and
- a sense of responsibility and desire to contribute as concerned citizens.

1.4 Humanities and the Desired Outcomes of Education

The learning of the humanities provides many opportunities to achieve the Desired Outcomes of Education, which are attributes that educators aspire for every Singaporean to possess by the completion of their formal education.

The student who embodies the Desired Outcomes of Education is:

- **a confident person** who has a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;
- **a self-directed learner** who takes responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose;
- **an active contributor** who is empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative and strive for excellence; and
a concerned citizen who is rooted to Singapore, has a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

For details of the Desired Outcomes of Education, please refer to

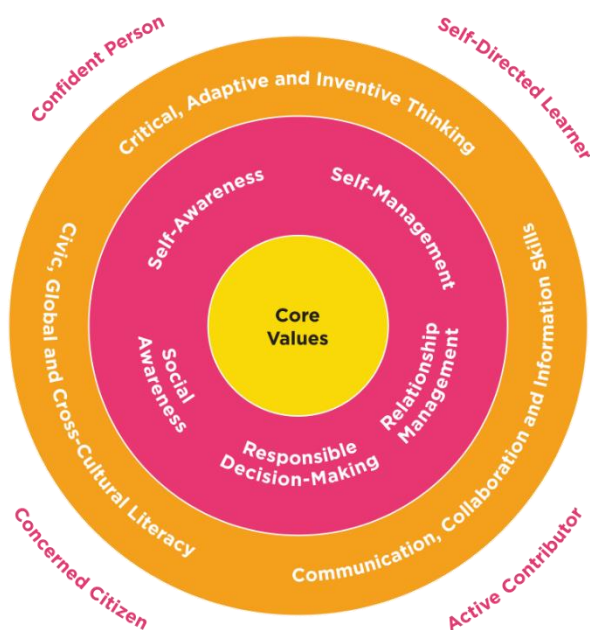
<https://www.moe.gov.sg/education-in-sg/desired-outcomes>.

1.5 Humanities and 21st Century Competencies

To help our students thrive in a fast-changing world that is becoming highly digitalised, MOE has identified competencies that have become increasingly important in the 21st century. These core values and competencies, as outlined in the refreshed Framework for 21st Century Competencies (21CC) and Student Outcomes in **Figure 1.2**, guide our holistic education efforts to prepare our students well for the future.

The outer ring of the framework represents the Emerging 21CC (E21CC) necessary for the globalised and fast-changing world we live in. These competencies are Civic, Global and Cross-cultural Literacy; Critical, Adaptive and Inventive Thinking; and Communication, Collaboration and Information Skills. The middle ring signifies the Social-Emotional Competencies necessary for students to develop healthy identities, recognise and manage their emotions, develop a sense of responsibility, care and concern for others, relate to others and develop positive relationships, handle challenges, make responsible decisions, and act for the good of self, others and the society. Knowledge and skills must be underpinned by values which shape the beliefs, attitudes and actions of a person. These values

form the core of the framework. Relevant E21CC are developed through the knowledge, values and skills outcomes articulated in the G1 Humanities curriculum. In this way, learning in G1 Humanities is aligned with MOE’s emphasis on developing E21CC which are necessary for students to thrive in the 21st century.



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Figure 1.2: 21st Century Competencies (21CC) and Student Outcomes

The foci on holistic education and 21CC development will also help enhance students' digital literacy¹, to enable them to find, think about, apply and create information in increasingly digitalised environments that they will be living and working in. Drawing on readily available opportunities and platforms in the total curriculum that are currently used for holistic education and 21CC development and supported by the effective use of technology, our students will be able to leverage their core values and social-emotional competencies development to act safely and responsibly when using technology for learning and social interactions. They can also tap their Communication, Collaboration and Information skills to manage digital information, while communicating, collaborating and participating with others through digital platforms and tools.

G1 Humanities is especially well positioned to help nurture students’ civic, global and cross-cultural literacy, developing them to be both locally anchored and globally confident as they learn to navigate an increasingly complex future. G1 Humanities also hones students’ communication, collaboration and information skills as they learn to better manage ambiguities and understand complex ideas through group discussions and seek to convince others of their interpretation of data and texts. Furthermore, G1 Humanities sharpens students’ critical, adaptive and inventive thinking as they are provided with opportunities to make sense of a range of information and exercise sound reasoning when considering varied viewpoints.

¹ Digital literacy refers to a set of knowledge, skills and dispositions that will help our learners to be able to find, think about, apply and create information so that they are able to live with and be confident, critical and responsible users of digital technologies for information, communication and problem-solving.

1.6 Humanities and National Education

The design of the G1 Humanities curriculum takes into consideration the recommendations of the National Education (NE) 2017 review. Based on the review, NE has been reframed to anchor the dispositions for citizenship, which are:

- **a sense of reality;**
- **a sense of belonging;**
- **a sense of hope; and**
- **the will to act.**

The aims of G1 Humanities are aligned to these dispositions in the following ways:

- **A sense of reality.** Through the study and inquiry of real-world issues and understanding people's relationships with self, society and the environment, the curriculum imbues in students the awareness and understanding of the constraints, vulnerabilities and contemporary realities that confront Singapore as a country that exists in a volatile, uncertain, complex and ambiguous world.
- **A sense of belonging and a sense of hope.** As students inquire into real-world issues and people's relationships with self, society and the environment, they will be more cognisant that Singapore's and the world's social fabric is continually evolving and thus develop a deeper awareness of who they are as locally confident and globally competent Singaporeans. This can help students appreciate the importance of engaging in real-world issues and build the trust and belief that there is a place everyone in Singapore. This will help build their confidence and optimism in the future of our nation and be resilient in facing the challenges ahead.
- **The will to act.** The G1 Humanities curriculum strengthens students' knowledge of and concern for Singapore and the world as they inquire, reflect and respond to real-world issues and people's relationships with self, society and the environment. In doing so, students will develop a collective resolve and a sense of shared mission to build a caring and inclusive society for everyone.

For details on the NE review 2016–2017, please refer to moe.gov.sg/-/media/files/programmes/ne-review-2016-2017-booklet.pdf?la=en&hash=479F1C73D67BCC77D0CD83C8FC08D88D85857CB5.

SECTION 2: CONTENT

Social Studies

Issues Covered in Social Studies
Understanding the Syllabus Document
The Syllabus Document

Humanities Exposure Modules

Humanities Exposure Module (Geography)
Humanities Exposure Module (History)
Humanities Exposure Module (Literature in English)

2. CONTENT

2.1 Social Studies

a. Issues Covered in Social Studies

Social Studies adopts an issues-based approach which focuses on the inquiry into current societal issues to develop students into informed, concerned and participative citizens. The syllabus considers significant societal issues that are of perennial concern to Singapore and the world, which will affect the lives of students today and tomorrow.

In exploring the real-world societal issues in the syllabus, students will draw on the disciplines of the humanities and social sciences, including History, Geography, Political Science, Sociology and Economics. Inquiry-based learning complements the issues-based Social Studies curriculum so that students can be involved in their learning as they formulate questions, gather relevant information to answer questions, and build new understandings, meaning and knowledge. Students will also have opportunities to reflect on their learning.

The Lower Secondary Social Studies syllabus content is organised around four Issues and is anchored in a set of knowledge, skills and values outcomes. The knowledge, skills and values acquired through exploring these Issues will develop students into informed, concerned and participative citizens. **Figure 2.1** gives an overview of the four Issues in the Lower Secondary Social Studies syllabus:

The Four Issues in the Lower Secondary Social Studies Syllabus
<p>Issue 1: Living in a Multicultural Society <i>Inquiry Focus</i> – How far can we achieve harmony in a multicultural society? <i>Guiding Questions:</i></p> <ol style="list-style-type: none">1. How is my identity shaped by my culture?2. What are the experiences and effects of living in a multicultural society?3. How can we learn to live harmoniously together in Singapore?
<p>Issue 2: Embracing Migration <i>Inquiry Focus</i> – How far can we achieve integration in a society? <i>Guiding Questions:</i></p> <ol style="list-style-type: none">1. Why do people migrate?2. What are the experiences of citizens and immigrants?3. What are the contributions of immigrants to Singapore?4. How can Singaporeans and immigrants work towards successful integration?
<p>Issue 3: Resolving Conflict and Building Peace <i>Inquiry Focus</i> – How far can we contribute to peace and security? <i>Guiding Questions:</i></p> <ol style="list-style-type: none">1. What is conflict?2. What are some causes and consequences of conflict?3. How can conflict be resolved amicably?

The Four Issues in the Lower Secondary Social Studies Syllabus

4. What is terrorism and its impact?
5. What can we do to maintain Singapore's peace and security?

Issue 4: Protecting Our Environment

Inquiry Focus – How far can we protect the environment?

Guiding Questions:

1. How are people dependent on the environment?
2. What is the impact of human activities on the environment?
3. How can we protect the environment?

Figure 2.1: Overview of the four Issues in the Lower Secondary Social Studies syllabus

b. Understanding the Syllabus Document

Descriptor

This section highlights the relevance of the Issue. It makes explicit connections for students by outlining what they will be able to do after studying the Issue.

Knowledge Outcomes

The Knowledge Outcomes help students achieve the Key Understandings and respond to the Inquiry Focus.

Issue 1: Living in a Multicultural Society

Descriptor

This Issue enables students to appreciate cultural diversity, understand the importance of harmony and see that multiculturalism is a valuable part of the Singaporean identity. Through examining this Issue, students will develop an understanding of how culture is shaped and learn about the need to respect, appreciate and celebrate diversity in a multicultural society. The study of this Issue will help them develop personal responsibility towards promoting and maintaining harmony in a multicultural society.

Knowledge Outcomes

Students will be able to:

- describe how one's identity could be shaped by one's culture;
- describe the experiences and effects of living in a multicultural society;
- explain ways of promoting cultural understanding and harmony among different cultural groups in Singapore.

Skills Outcomes

Students will be able to:

- identify gaps in their understanding and ask questions;
- gather and organise information;
- make observations using sources and interpret data;
- consider different perspectives when encountering different views;
- evaluate sources of information;
- communicate ideas and findings with clarity and in creative ways through multi-modal presentations; and
- demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process.

Skills Outcomes

The Skills Outcomes promote inquiry and critical thinking skills necessary for students to be informed, concerned and participative citizens. These skills are taught throughout the coursebook and are assessed through a combination of formative and summative assessment.

Inquiry Focus

How far can we achieve harmony in a multicultural society?

Key Understandings

- Our culture and experiences help shape our identity.
- Living harmoniously means understanding and respecting our differences, as well as appreciating what we share in common.
- Harmony can be forged by sharing common space.

Values Outcomes

Students will be able to:

- respect and appreciate diverse cultures and harmony in a multicultural society; and
- appreciate culture through practical actions in living and working harmoniously.

Values Outcomes

The Values Outcomes emphasise nurturing the dispositions of a concerned and participative citizen, and are aligned to the core values of Resilience, Responsibility, Respect, Integrity, Care and Harmony.

Key Concepts

- Identity
- Culture
- Multiculturalism
- Diversity
- Common space
- Harmony

Inquiry Focus

Each Issue is framed by an Inquiry Focus that anchors the study of the Issue and is central in directing students to respond to the Issue.

Key Understandings

The Key Understandings reflect the main insights that students will gain through the study of each Issue.

Key Concepts

The Key Concepts are the concepts that are fundamental in attaining the Key Understandings and responding to the Inquiry Focus.

Guiding Questions

1. How is my identity shaped by my culture?

2. What are the experiences and effects of living in a multicultural society?

3. How can we learn to live together harmoniously in Singapore?

Guiding Questions

The Guiding Questions guide students' progressive understanding of the Issue. Placing these questions alongside the content show teachers how to facilitate students' learning using the inquiry approach. The Guiding Questions also help to provide focus to facilitate the achievement of Key Understandings.

Content

- Identity
 - Personal qualities, family, culture and nationality
- Culture
 - Race and ethnicity
 - Religion
 - Customs
- Experiences and effects of living in a multicultural society
 - Appreciation of different cultures
 - Types of cuisines
 - Festivals
 - Inter-ethnic marriages
 - Prejudice due to lack of understanding
 - Discrimination among different races
 - Discrimination against foreigners
 - Online discrimination
- Interaction through common space
 - Physical spaces
 - Public housing
 - Community spaces
 - Shared experiences
 - Shared experiences during National Service (NS)
 - Shared experiences in school
 - Co-Curricular Activities (CCAs)
 - Bilingualism
 - Outdoor education

Core Content

The core content refers to the content essential for students to achieve the Knowledge Outcomes and Key Understandings.

Examples

Examples that are in the grey boxes help students deepen their understanding of the core content. Teachers can use the examples provided or their own examples that are relevant in helping students understanding the core content.

c. The Syllabus Document

Issue 1: Living in a Multicultural Society

Descriptor		Inquiry Focus	
<p>This Issue enables students to appreciate cultural diversity, understand the importance of harmony and see that multiculturalism is a valuable part of the Singaporean identity. Through examining this Issue, students will develop an understanding of how culture is shaped and learn about the need to respect, appreciate and celebrate diversity in a multicultural society. The study of this Issue will help them develop personal responsibility towards promoting and maintaining harmony in a multicultural society.</p>		<p>How far can we achieve harmony in a multicultural society?</p>	
		Key Understandings	
		<ul style="list-style-type: none"> • Our culture and experiences help shape our identity. • Living harmoniously means understanding and respecting our differences, as well as appreciating what we share in common. • Harmony can be forged by sharing common space. 	
Knowledge Outcomes	Skills Outcomes	Values Outcomes	Key Concepts
<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe how one’s identity could be shaped by one’s culture; • describe the experiences and effects of living in a multicultural society; • explain ways of promoting cultural understanding and harmony among different cultural groups in Singapore. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify gaps in their understanding and ask questions; • gather and organise information; • make observations using sources and interpret data; • consider different perspectives when encountering different views; • evaluate sources of information; • communicate ideas and findings with clarity and in creative ways through multi-modal presentations; and • demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • respect and appreciate diverse cultures and harmony in a multicultural society; and • appreciate culture through practical actions in living and working harmoniously. 	<ul style="list-style-type: none"> • Identity • Culture • Multiculturalism • Diversity • Common space • Harmony

Guiding Questions

1. How is my identity shaped by my culture?

2. What are the experiences and effects of living in a multicultural society?

3. How can we learn to live harmoniously together in Singapore?

Content

- Identity
 - Personal qualities, family, culture and nationality
- Culture
 - Race and ethnicity
 - Religion
 - Customs
- Experiences and effects of living in a multicultural society
 - Appreciation of different cultures
 - Types of cuisines
 - Festivals
 - Inter-ethnic marriages
 - Prejudice due to lack of understanding
 - Discrimination among different races
 - Discrimination against foreigners
 - Online discrimination
- Interaction through common space
 - Physical spaces
 - Public housing
 - Community spaces
 - Shared experiences
 - Shared experiences during National Service (NS)
 - Shared experiences in school
 - Co-Curricular Activities (CCAs)
 - Bilingualism
 - Outdoor education

Issue 2: Embracing Migration

Descriptor

This Issue enables students to better understand how they can respond to migration, a global phenomenon. They will develop an understanding of why people migrate to other countries. They will also examine the impact of migration on immigrants and the countries they migrate to. The study of this Issue will allow students to explore the roles played by Singaporeans, the government and immigrants in creating a sense of belonging for immigrants in Singapore.

Inquiry Focus

How far can we achieve integration in a society?

Key Understandings

- People migrate for different reasons.
- Migration can create opportunities and challenges.
- Both Singaporeans and immigrants have a role to play in ensuring successful integration into Singapore society.

Knowledge Outcomes

Students will be able to:

- explain reasons for migration;
- describe the experiences of citizens and immigrants;
- describe the contributions of immigrants; and
- explain how integration takes place between Singaporeans and immigrants.

Skills Outcomes

Students will be able to:

- identify gaps in their understanding and ask questions;
- gather and organise information;
- make observations using sources and interpret data;
- consider different perspectives when encountering different views;
- evaluate sources of information;
- communicate ideas and findings with clarity and in creative ways through multi-modal presentations; and
- demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process.

Values Outcomes

Students will be able to:

- respect all individuals regardless of their place of origin;
- appreciate individual and collective contributions to society; and
- empathise with and demonstrate sensitivity towards different human experiences.

Key Concepts

- Immigration
- Emigration
- Challenges
- Integration

Guiding Questions

1. Why do people migrate?
2. What are the experiences of citizens and immigrants?
3. What are the contributions of immigrants to Singapore?
4. How can Singaporeans and immigrants work towards successful integration?

Content

- Migration
 - Reasons for migration
 - Push and pull factors
- Experiences of citizens and immigrants living together
 - Opportunities and challenges
 - Opportunities: cultural exchange
 - Challenges: misunderstandings and tensions
 - An immigrant living in Singapore
 - A Singaporean living abroad
- Contributions of present-day immigrants to Singapore
 - Economic contributions
 - Social contributions
- Integration efforts
 - Efforts by the government
 - Efforts by Singaporeans
 - A Singaporean who made the effort to help an immigrant integrate into society
 - A community programme that brings immigrants and Singaporeans together
 - Efforts by immigrants
 - An immigrant association that organises activities to encourage integration
 - An immigrant who made the effort to integrate into society

Issue 3: Resolving Conflict and Building Peace

Descriptor

This Issue enables students to understand the causes and consequences of conflict among individuals, communities and countries. Students will develop an understanding that a collective response is vital in managing and resolving conflict among individuals, communities and countries. The study of this Issue will also allow students to develop an understanding of the roles played by different groups to build and maintain peace.

Inquiry Focus

How far can we contribute to peace and security?

Key Understandings

- Conflict can disrupt peace.
- Everyone can help to build peace in Singapore.

Knowledge Outcomes

Students will be able to:

- describe the nature of conflict;
- state some causes and consequences of conflict;
- explain how conflict can be managed and resolved;
- describe the impact of terrorism; and
- describe how Singapore maintains peace and security.

Skills Outcomes

Students will be able to:

- manage and resolve conflicts;
- identify gaps in understanding and ask questions;
- gather and organise information;
- make observations using sources and interpret data;
- consider different perspectives when encountering different views;
- evaluate sources of information;
- communicate ideas and findings with clarity and in creative ways through multi-modal presentations; and
- demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process.

Values Outcomes

Students will be able to:

- respect the perspectives of others;
- believe in individual and collective responsibility in resolving conflict;
- believe in individual and collective responsibility in building and maintaining peace in the community; and
- demonstrate sensitivity and resilience in resolving conflict.

Key Concepts

- Conflict
- Peace
- Terrorism

Guiding Questions
1. What is conflict?
2. What are some causes and consequences of conflict?
3. How can conflict be resolved amicably?
4. What is terrorism and its impact?

Content
<ul style="list-style-type: none"> • Conflict <ul style="list-style-type: none"> ○ Conflict escalation and de-escalation • Causes and consequences of conflict <ul style="list-style-type: none"> ○ Causes and consequences of conflict among individuals ○ Causes and consequences of conflict among communities <ul style="list-style-type: none"> ➤ Maria Hertogh Riots, 1950 ○ Causes and consequences of conflict among countries <ul style="list-style-type: none"> ➤ Dispute between Cambodia and Thailand ➤ Dispute between Qatar and the Quartet • Ways to resolve conflict amicably <ul style="list-style-type: none"> ○ Involvement of a neutral third party <ul style="list-style-type: none"> ➤ Resolving conflict between individuals through the involvement of a neutral third party ➤ Resolving disputes between countries through the involvement of a neutral third party • Terrorism • Impact of terrorism <ul style="list-style-type: none"> ○ Loss of lives and destruction of property ○ Disruption to daily activities ○ Distrust and disunity ○ Inconvenience due to security measures <ul style="list-style-type: none"> ➤ Lone-Wolf attack in Norway, 2011 ➤ Terror attacks in Paris, 2015

Guiding Questions

5. What can we do to maintain peace and security in Singapore?

Content

- Deterrence
 - Total Defence
 - SGSecure
- Diplomacy
 - Bilateral relationships
 - Multilateral relationships
 - Role of the Association of Southeast Asian Nations (ASEAN)
 - Role of the United Nations (UN)

Issue 4: Protecting Our Environment

Description

This Issue enables students to appreciate the interdependent relationship between people and the environment. The study of this Issue will allow students to explore the impact of their actions on the environment and learn how they can exercise stewardship over the environment.

Inquiry Focus

How far can we contribute to protecting the environment?

Key Understandings

- People and the environment are interdependent.
- Everyone plays an important role in protecting the environment.

Knowledge Outcomes

Students will be able to:

- describe the importance of the environment;
- explain the impact of human activities on the environment; and
- describe ways to protect the environment.

Skills Outcomes

Students will be able to:

- identify gaps in their understanding and ask questions;
- gather and organise information;
- make observations using sources and interpret data;
- consider different perspectives when encountering different views;
- evaluate sources of information;
- Communicate ideas and findings with clarity and in creative ways through multi-modal presentations; and
- demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process.

Values Outcomes

Students will be able to:

- appreciate the beauty and benefits that the environment brings to their lives;
- care for the environment through individual and collective responsibility; and
- commit to protecting the environment.

Key Concepts

- Environment
- Interdependence
- Climate change
- Conservation
- Sustainability

Guiding Questions

1. How are people dependent on the environment?
2. What impact do human activities have on the environment?
3. How can we protect the environment?

Content

- Importance of the environment to people
 - Resources from the environment
- Impact of human activities on the environment
 - Resource depletion
 - Pollution
 - Land pollution
 - Air pollution
 - Water pollution
 - Climate change
- Ways to protect the environment
 - Sustainable use of resources: Reduce, Reuse and Recycle
 - Sustainable use of water
 - Sustainable use of fossil fuels
 - Efforts to conserve energy
 - Efforts to use alternative sources of energy
 - Concerted efforts by countries to protect the environment
 - Efforts by ASEAN to manage the haze situation
 - Efforts by the UN to tackle climate change

2.2 Humanities Exposure Modules

a. Humanities Exposure Module (Geography)

Geography is the study of Earth, which is the home to 8.7 million different forms of life. Geography seeks to understand the diversity and interconnections of the Earth by studying human's daily interactions with the natural and built environments. Geography challenges students to explore ways to promote the flourishing of all living things.

Unit 1 explores our **relationship with the natural environment**. By learning about different types of resources, students will realise that everything we need to survive and everything produced by humans comes from the natural environment. They will understand that forests are important natural resources in maintaining healthy ecosystems, which benefit all living things. This understanding will encourage students to pay attention to the impact of deforestation on the natural environment. The unit concludes by inviting students to explore ways of caring for forests and the natural environment.

Unit 2 explores our **relationship with the built environment**. By learning about different types of housing, students will be exposed to the diversity of living spaces in the world that reflects how some societies function today. They will gain insights into the shortcomings of informal housing and appreciate how well-built homes meet people's needs. Students will also consider its impact on the natural environment as more homes are built to house a growing population. The unit concludes by inviting students to explore ways to construct well-built homes without damaging the natural environment.

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections *(where applicable)
			perspectives to the same event.
Why are forests important?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain how forests help maintain healthy ecosystems. • Explain how forests benefit all living things. • Describe the natural environment in the school garden/ neighbourhood park and explain how nature can bring benefits. <p>Values and Dispositions</p> <ul style="list-style-type: none"> • Respect the worth of forests to humans. 	<p>Forests maintain healthy ecosystems</p> <ul style="list-style-type: none"> • by removing carbon dioxide through photosynthesis and storing it in plants • protecting fertile soil by preventing erosion <p>Forests benefit all living things</p> <ul style="list-style-type: none"> • as a source of food and raw materials • as a place for recreation and habitation, including diverse plants and animals 	Humanities Exposure Module (Literature): The book <i>Voices in the Park</i> presents the idea of a park as a space for people to enjoy nature and its benefits.
How can the use of forest resources affect the natural environment?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe deforestation and the enhanced greenhouse effect. • Explain how deforestation and the enhanced greenhouse effect can impact the natural environment. • Suggest ways in which people can care for forests and the natural environment. <p>Values and Dispositions</p> <ul style="list-style-type: none"> • Commitment to care for forests, the natural environment and the survival of future generations. 	<p>Deforestation</p> <ul style="list-style-type: none"> • is the permanent removal of forests due to human activities • leads to loss of biodiversity with the destruction of habitats <p>The enhanced greenhouse effect</p> <ul style="list-style-type: none"> • is caused by the increased amount of carbon dioxide in the atmosphere due to human activities • leads to higher temperatures and contributes to global warming 	<p>Social Studies: Ways to protect the environment.</p> <p>Humanities Exposure Module (Literature): ‘Every Day the Planet Burns a Little More’ poem reminds us that our everyday decisions play an important part to reduce the impacts of global warming.</p>

* Connections with Social Studies and other Humanities Exposure Modules

Unit 2: Housing Developments in the Built Environment

Guiding Questions	Learning Outcomes <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
What is the built environment?	Knowledge and Skills <ul style="list-style-type: none"> Describe the built environment. Identify examples of the built environment. 	Built environment (e.g., cities, farmlands) <ul style="list-style-type: none"> is created by people making changes to the natural environment provides space for various human activities and interactions Aspects of built environment <ul style="list-style-type: none"> housing and public spaces infrastructure and transport systems 	
What are the different types of housing?	Knowledge and Skills <ul style="list-style-type: none"> Describe characteristics of formal and informal housing. Suggest reasons for the different types of housing. Locate and label areas of formal and informal housing within a city on a map. Values and Dispositions <ul style="list-style-type: none"> Demonstrate empathy for and appreciate the resilience shown by people in improving their living conditions. 	Formal housing <ul style="list-style-type: none"> is built by the government or private developers with legal rights provides access to basic services (e.g., public housing in Singapore and affordable housing in Dongziguang Village, Hangzhou, China) Informal housing <ul style="list-style-type: none"> is self-built with no legal rights lacks access to basic services (e.g., Dharavi in Mumbai, India and Kibera in Nairobi area, Kenya) 	Humanities Exposure Module (History): Informal housing in colonial and post-independence Singapore.
Why are well-built homes important in meeting people's needs?	Knowledge and Skills <ul style="list-style-type: none"> Explain how well-built homes meet people's material needs. Explain how well-built homes meet people's social needs. 	Meet material needs <ul style="list-style-type: none"> providing basic services that improve well-being and health (e.g., sanitation or proper waste disposal, water and electricity) the presence of amenities that makes life easier for residents (e.g., markets, shops, clinics) 	Social Studies: Interaction through common spaces, including public housing and community spaces.

Guiding Questions	Learning Outcomes <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
	<ul style="list-style-type: none"> Sketch an ideal well-built home in their neighbourhood and explain reasons for their choice. <p>Values and Dispositions</p> <ul style="list-style-type: none"> Appreciate the importance of harmony given diversity of the people living in an area. 	<p>Meet social needs</p> <ul style="list-style-type: none"> bring people together (e.g., community centres, playgrounds, parks) developing sense of belonging (e.g., traditional <i>kampung</i> spirit of neighbourliness) 	<p>Humanities Exposure Module (History): People desire for better living conditions and housing in post-war Singapore.</p>
<p>How can housing developments affect the natural environment?</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Describe environmental pollution. Explain how use of natural resources and environmental pollution can impact the natural environment. Suggest ways in which people can build adequate housing without damaging the natural environment. <p>Values and Dispositions</p> <ul style="list-style-type: none"> Adopt a sustainable outlook to living in a built environment. 	<p>Use of natural resources</p> <ul style="list-style-type: none"> require clearing land for housing developments, which results in deforestation extracting natural resources to support housing developments (e.g., wood and rocks for building materials) <p>Environmental pollution</p> <ul style="list-style-type: none"> is the introduction of harmful substances into the environment (e.g., chemicals, wastes, sewage) leads to long-term damage to land and water bodies 	<p>Social Studies: Impact of human activities on the environment.</p>

* Connections with Social Studies and other Humanities Exposure Modules

b. Humanities Exposure Module (History)

History education in Singapore seeks to develop in students an appreciation of past human experiences and the ability to make connections between the past and present. It prepares students to live and thrive as citizens in a complex and fast-changing world by equipping them with the knowledge and skills to understand how key individuals, groups, events and ideas have shaped Singapore and understand how these developments continue to influence present-day Singapore. Both Units 1 and 2 will enable students to draw connections between past and present societies in Singapore, exercise historical thinking by examining sources and personal stories, appreciate diverse perspectives, show empathy and develop their own explanations and accounts of the past and its relevance to their lives.

Unit 1 examines the **diverse living experiences in colonial Singapore (1819 to 1942)** and how individuals and different communities adapted and responded to challenges and contributed to the development of Singapore. Through the study of this topic, students will be able to understand the development of a diverse and multicultural Singapore society and the importance of mutual respect and empathy in responding to the challenges faced by people.

Unit 2 explores the **lives of ordinary people** in a period of uncertainty and change during Singapore's road to independence and its early years of nationhood. Students will gain insights into the challenges to people's lives posed by economic and political instability. They will also learn about how life changed in Singapore's early independence years.

Unit 1: Life in Colonial Singapore, 1819-1942: Responding to Challenges

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Student should know and understand</i>	Connections* (where applicable)
What is History?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Describe History as a study of the past. <p>Values and Dispositions</p> <ul style="list-style-type: none"> Show an interest in the past and its relevance to the present. 	<p>History is the study of the past through</p> <ul style="list-style-type: none"> Inquiry and sources Constructing accounts 	
What was life like in 19th and early 20th century Singapore?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Describe the experiences of various communities living and working in 19th and 20th century Singapore. <p>Values and Dispositions</p> <ul style="list-style-type: none"> Demonstrate empathy for the experiences of different communities. 	<p>Life of different communities in 19th- and early 20th-century Singapore</p> <ul style="list-style-type: none"> Housing (e.g., coolie quarters, shophouses, plantation houses, kampung houses) Occupations (e.g., coolies, merchants, street traders, craftsmen) Social activities (e.g., cockfighting, street storytelling, <i>wayang</i> performances, sports) 	<p>Social Studies: Living in a Multicultural Society.</p> <p>Social Studies: Embracing Migration.</p> <p>Humanities Exposure Module (Literature): Explore the concept of perspectives to appreciate the different experiences and views of people.</p> <p>Humanities Exposure Module (Geography): Different resources are used by early migrants when they built houses and infrastructure in Singapore.</p>

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Student should know and understand</i>	Connections* (where applicable)
How did people face the challenges of living in colonial Singapore?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the challenges faced by migrants. • Explain how individuals and local community groups responded to the challenges of living in colonial Singapore. • Reflect on how people in the past were able to contribute in their own ways to improve the lives of others. <p>Values and Dispositions</p> <ul style="list-style-type: none"> • Demonstrate curiosity about challenges faced by migrants. • Demonstrate empathy for and appreciation of how individuals and communities dealt with challenges in adapting to life in Singapore. • Value resilience in overcoming adverse circumstances. 	<p>Contributions of local community groups in overcoming the challenges of living in 19th and 20th century Singapore</p> <ul style="list-style-type: none"> • Challenges <ul style="list-style-type: none"> ○ Lawlessness ○ Diseases ○ Lack of education • Responses of individuals and local communities to these challenges <ul style="list-style-type: none"> ○ Roles and contributions of individuals and groups (e.g., clubs, clan associations, religious organisations) 	<p>Humanities Exposure Module (Literature): Everyday heroes are involved in philanthropy and other ways of contributing to society.</p> <p>Museum-based Learning (Artefactually Speaking): Crown Colony section, 1819-1941, Singapore History Gallery</p>

* *Connections with Social Studies and other Humanities Exposure Modules*

Unit 2: Life in Post-war Singapore, c-1945-1970s: Facing Uncertainty and Change

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Student should know and understand</i>	Connections* (where applicable)
How did the Japanese Occupation impact Singapore?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Describe the impact of the Japanese Occupation on the lives of people and their opinions on who should govern Singapore. 	<p>Impact of the Japanese Occupation on Singapore</p> <ul style="list-style-type: none"> Increase in desire for self-rule and independence 	<p>Humanities Exposure Module (Literature): Background to the story of Lieutenant (Lt) Adnan</p>
How did people respond to living in a time of uncertainty and change in post-war Singapore?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Describe the economic and political challenges faced by people in post-war Singapore. Explore experiences of people who lived through key events in post-war Singapore. Describe ways in which people's lives changed in Singapore in the 1960s-70s. Reflect on how people in the past navigated through challenges and adapted to changes. <p>Values and Dispositions</p> <ul style="list-style-type: none"> Appreciate the importance of harmony in a diverse and multicultural society in Singapore. Show an awareness of Singapore's vulnerabilities both in the past and present. Value resilience in overcoming adverse circumstances. 	<p>Living through uncertainties and changes in post-war Singapore</p> <ul style="list-style-type: none"> Experiences of socio-economic and political challenges <ul style="list-style-type: none"> Unemployment and social unrest (e.g., Hock Lee Bus Riots, 1964 Race Riots) Political changes (e.g., merger with Malaysia, independence) Experiences of working and living in newly independent Singapore <ul style="list-style-type: none"> Housing (e.g., HDB) Employment opportunities (e.g., factories) Recreation (e.g., cinemas, amusement parks, gardens) 	<p>Humanities Exposure Module (Geography): Types of formal and informal housing.</p> <p>Humanities Exposure Module (Geography): Singapore's built environment changed over time, from villages to a city-state.</p> <p>Social Studies: Resolving Conflict and Building Peace</p>

* Connections with Social Studies and other Humanities Exposure Modules

c. Humanities Exposure Module (Literature in English)

The study of Literature in English focuses on reading and responding to literary texts. In Literature, students learn to make meaning of texts by drawing connections between the texts and their own lives, the world, other texts, and other readers. Responding to literary texts empowers students to understand themselves and their world better.

Unit 1 explores the **value of seeing things from different perspectives**. In this unit, students are invited to consider how and why people may have different views on the same event, and why it is important to consider different perspectives. In the process of exploring gateway texts such as picture books and literary texts such as poems, students will consider the reasons behind the different views people hold, and some of the ways through which writers convey these different perspectives. Students will also come to appreciate that the situations they face in life can be viewed in multiple ways, and that it is important to be open to other views.

Unit 2 **builds on the idea of perspectives, particularly on characters, zooming in on the qualities of admirable characters**. In this unit, students will consider what makes a character admirable. Specifically, they will learn how characters' speech, actions, and others' perspectives of them create impressions of characters in the minds of readers. By drawing on students' prior knowledge and understanding of heroes and exploring a graphic novel, students will delve deeper into understanding the qualities that make one heroic. Students will also be invited to reflect on whom they admire in their own lives.

Unit 1: Multiple Perspectives in Texts

Gateway text: [Voices in the Park](#) by Anthony Browne

Main literary text: 'Every Day the Planet Burns a Little More' by Brian Bilston

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
What is Literature?	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Recognise how we make meaning of texts. Identify some key elements of literary texts. <p>Values and Dispositions</p> <ul style="list-style-type: none"> Recognise how to empathise with characters. 	<ul style="list-style-type: none"> Readers respond to texts and make meaning of them through these lenses: <ul style="list-style-type: none"> Experiencing Story: How would I feel if I were in the story? Appreciating Style: Which lines do I like best and why? Interpreting Theme: What do I think is the main message of the text? Making Connections: What does the text remind me of, in my own life or in the world? Some key elements of literary texts include: <ul style="list-style-type: none"> Characters (the main agents in a text) Plot (what happens and how it happens) Perspectives (how things are seen from a particular viewpoint) Author's choices (the words or images that writers use to convey messages) 	
Gateway Text: Voices in the Park by Anthony Browne	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Recognise that there can be different perspectives of the same event. Describe some ways the author uses to convey the different perspectives. 	<ul style="list-style-type: none"> Experiencing Story: the different perspectives of the four main characters: Charles' mother, Smudge's father, Charles, and Smudge, by discussing how a 	Humanities Exposure Module (History): Importance of considering different perspectives, and how the same event can be

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
<p>Why might different people experience the same event in different ways?</p>	<ul style="list-style-type: none"> • Analyse possible messages the text tries to convey. • Recognise that readers respond to texts differently. <p>Values and Dispositions</p> <ul style="list-style-type: none"> • Empathise with characters based on their thoughts and actions. • Demonstrate openness to different interpretations of texts. 	<p>walk in the same park seems different to the different characters and why</p> <ul style="list-style-type: none"> • Appreciating Style: how the author conveys the different perspectives, e.g., through the choice of colour, font, images and words • Interpreting Theme: the main messages the writer is trying to convey, e.g., how the circumstances of the different characters and their respective states of mind may affect the way they view the world • Making Connections: the perspective that is most interesting for themselves, and which aspect of the story they like the best and why, based on their experiences and understanding of the story 	<p>viewed differently depending on different individuals' circumstances.</p> <p>Humanities Exposure Module (Geography): Neighbourhood parks provide people with the space to enjoy nature and relax.</p>
<p>Main Text: Poem 'Every day the planet burns a little more' by Brian Bilston</p> <p>How do stories and poems help me empathise with others?</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Recognise some of the key features of poetry. • Recognise that people have different responses to climate change. • Describe the different perspectives conveyed by the poem when it is read from top to bottom, and bottom to top. • Analyse possible messages the text tries to convey. • Recognise that readers respond to texts differently. <p>Values and Dispositions</p>	<ul style="list-style-type: none"> • The key features of poetry e.g., a text that is usually short, written, to convey a message, can be fun and surprising • Experiencing the Story: how the perspectives of the poem changes when it is read from top to bottom, and bottom to top • Appreciating Style: how the author reverses the meaning of the poem when it is read in reverse, and whose perspectives are being conveyed each way • Interpreting Theme: the main messages of the poem, i.e., the importance of seeing 	<p>Humanities Exposure Module (Geography): Why the planet burns a little more every day is due to the enhanced greenhouse effect caused by human actions.</p> <p>Humanities Exposure Module (History): Importance of considering different perspectives on the same issue.</p>

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
	<ul style="list-style-type: none"> • Demonstrate curiosity about climate change. • Demonstrate openness to different interpretations of texts. 	<p>things from different perspectives, and considering the role we can play as individuals towards protecting our earth</p> <ul style="list-style-type: none"> • Making Connections: how we can do our part in protecting our earth 	

* *Connections with Social Studies and other Humanities Exposure Modules*

Unit 2: Perspectives on Admirable Characters

Gateway text/material: Images of heroes in fiction and popular culture

Main literary text: Graphic novel *Lieutenant Adnan and the Last Regiment* by Danny Jalil and Zaki Ragman

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
<p>Gateway Text: Images of heroes in fiction and popular culture and/or real life</p> <p>What makes a character admirable?</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Recognise that heroes demonstrate certain qualities that are considered admirable 	<ul style="list-style-type: none"> What it means to be admirable Admirable qualities, e.g., <ul style="list-style-type: none"> Bravery Putting others before self Believing in the greater good How writers portray characters, e.g., by considering: <ul style="list-style-type: none"> Characters' actions and speech Others' views of the character 	
<p>Main Literary Text: Graphic novel <i>Lieutenant Adnan and the Last Regiment</i> by Danny Jalil and Zaki Ragman</p> <p>How are admirable characters portrayed?</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> Identify key characteristics of a graphic novel Describe the key qualities Lt Adnan demonstrates in this text Explain how the author brings the story to life Analyse possible meanings the text tries to convey Recognise that readers respond to texts differently Recognise whom they admire in their own lives <p>Values and Dispositions</p> <ul style="list-style-type: none"> Demonstrate curiosity about and empathy for Lt Adnan and other heroes in Singapore during the war 	<ul style="list-style-type: none"> The key features of a graphic novel (through an SLS resource), e.g., a text that tells a story through both words and images in a comic strip-like format Experiencing the Story: how to visualise the story by considering what they see, hear, and feel as they read this text, and consider the admirable qualities displayed by Lt Adnan. These can include: <ul style="list-style-type: none"> Bravery Decisiveness Resilience Appreciating Style: how the author brings out Lt Adnan's qualities, by considering Lt Adnan's words, actions and what others say about him 	<p>Social Studies Primary: Lieutenant Adnan and his role in World War II.</p> <p>Humanities Exposure Module (History): Everyday men and women as heroes as they overcame adversity in post-war Singapore.</p> <p>Humanities Exposure Module (Geography): Everyone can be an environmental hero by protecting and caring for their environment.</p>

Guiding Questions	Learning Objectives <i>Students should be able to</i>	Content <i>Students should know and understand</i>	Connections* (where applicable)
	<ul style="list-style-type: none"> • Demonstrate curiosity about others who may be considered heroes in their own lives • Demonstrate a sense of responsibility and desire to contribute as a concerned citizen 	<ul style="list-style-type: none"> • Interpreting Theme: what the graphic novel conveys about Lt Adnan and his contribution to Singapore • Making Connections: <ul style="list-style-type: none"> ○ the parts of the text they find most interesting for themselves and why ○ whom they admire in their own lives and why 	

* *Connections with Social Studies and other Humanities Exposure Module*

SECTION 3: PEDAGOGY

The Singapore Teaching Practice

Pedagogy for Social Studies

Pedagogy for Humanities Exposure Modules

3. PEDAGOGY

3.1 The Singapore Teaching Practice

An engaged student is one whose energy and attention are channelled towards learning. To engage students, teachers need to touch the hearts and intrigue the minds of the students. They also need to consider how students learn and to design learning opportunities that will allow students to find meaning in what they learn. To help facilitate students’ learning, teachers can take reference from the Singapore Teaching Practice (STP). At the heart of the STP are pedagogical practices pertaining to lesson preparation, lesson enactment, assessment and feedback. **Figure 3.1** shows these four teaching processes and the corresponding teaching areas

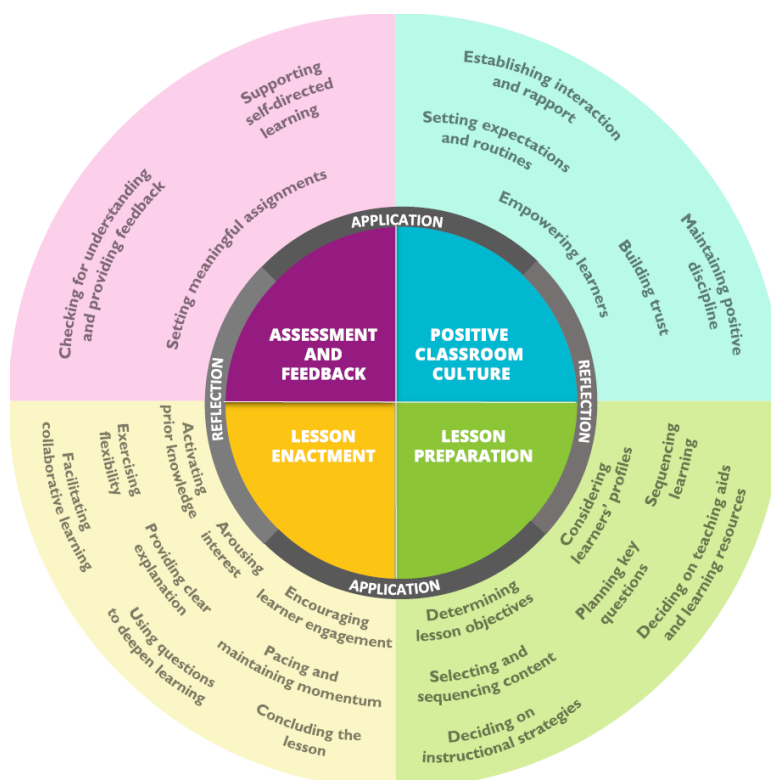


Figure 3.1: The STP Pedagogical Practices

3.2 Pedagogy for Social Studies

Inquiry is the recommended pedagogy that guides students’ exploration of societal issues in Social Studies. Through inquiry-based learning, students learn to deliberate on issues and study them in depth, so that they can offer well-considered responses based on evidence. These are important life skills as they progress to higher education and as they play their role as citizens of Singapore¹.

Students would benefit from an active and authentic classroom experience that helps them to make sense of the Social Studies syllabus content and investigate societal issues through the process of inquiry. An active-learning approach also sustains students’ interest as there would be ample opportunities to investigate societal issues beyond the classroom. These issues are multidisciplinary

¹ National Council for Social Studies, *College, Career, and Civic Life (C3) Framework for Social Studies State and Standards* (Silver Spring MD: NCSS, 2017).

in nature and are usually drawn from students' experiences and society's concerns. They challenge students' perceptions and often cannot be adequately understood or addressed effectively without a range of sources to provide multiple perspectives that illustrate the complexity of each issue. Therefore, inquiry in Social Studies entails well-facilitated discussions that can bring out multiple perspectives illustrating the complexity of various societal issues.

The Social Studies inquiry process is shown in **Figure 3.2**.

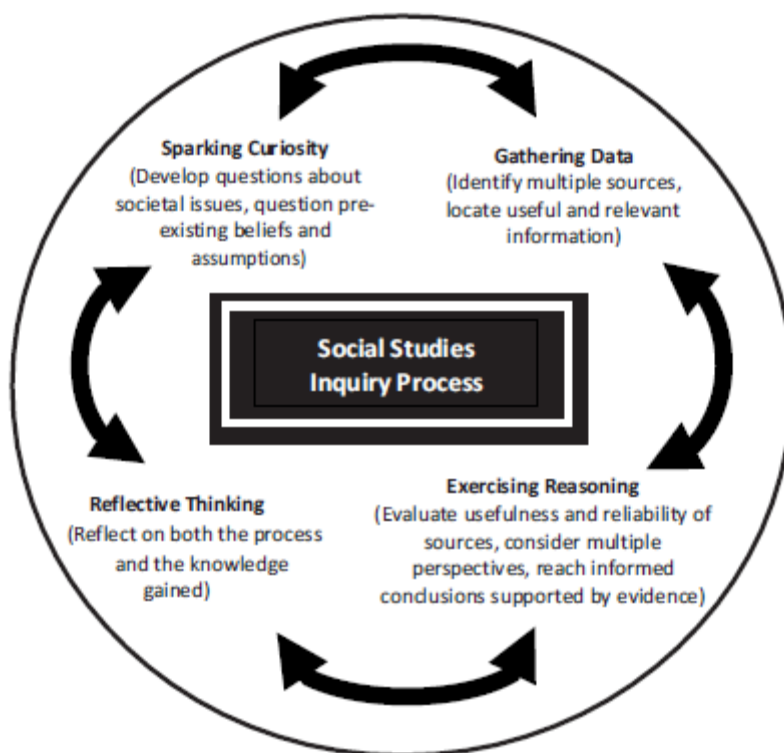


Figure 3.2: An illustration of the Inquiry Process

The four stages of the inquiry process are:

- a. **Sparkling Curiosity** – Teachers must first activate students' prior knowledge about these real-world issues in Social Studies to spark curiosity. For example, if the teacher wants to introduce the issue of ethnic insensitivity and its potential harm, it would be helpful to get students to surface their existing beliefs and knowledge about the issue. Students need to engage with their pre-existing cognitive frames and be aware of the ways in which they understand the issue and why they have adopted such a view. It would also be useful to identify questions that they have about the issue, i.e., gaps in their understanding that they would like to address. In the course of the lesson, teachers can seek to address these gaps in understanding. Teachers can also introduce new stimulus materials that would trigger further interest and curiosity about the issue and provoke students to question the assumptions and beliefs that they hold. For instance, a variety of sources based on accounts of challenges faced by different ethnic groups can be shown to students to expose them to alternative perspectives that they are unlikely to have encountered before.
- b. **Gathering Data** – Students should learn that the classroom extends beyond its four walls. They should be encouraged to gather data from a variety of authentic sources that will provide them with information to address the questions they have. Teachers can help provide basic foundational knowledge on the issue by guiding students to explore possible sources of

information, for instance, certain books, journal articles, websites, films, etc. Students can also gather data by making observations about authentic scenarios and conducting interviews and surveys with members of the community.

- c. **Exercising Reasoning** – Students need to make sense of the data they have gathered and extract relevant information from the various sources they have encountered. They need to describe, explain and analyse the information and infer potential implications. Through the process of comparing and contrasting sources, they will make connections in their knowledge and deepen their insights into an issue. They will also apply suitable criteria for evaluating the reliability and usefulness of the information gathered and develop informed conclusions about the issue. Through the exploration of different views within a collaborative learning environment, students learn to provide justification for their opinions and hone their critical thinking skills. As they engage in this reasoning and deliberation process, they develop new ways of understanding the issue and thereby construct new knowledge for themselves. For instance, students can conduct interviews with their schoolmates to understand the forms of interactions that take place in school among people of different races. Through the study of the data gathered, students will deliberate on and come to understand the underlying characteristics of good interactions between people of different races. Hence, an important component in the Social Studies experience is for the student to consolidate the data gathered and make sense of this information through reasoning. This will help them to arrive at sound conclusions. Such skills are important in honing students' ability to make quality decisions and responses in relation to each issue being discussed.
- d. **Reflective Thinking** – Reflective thinking is an integral aspect of inquiry and students ought to engage in reflection in every aspect of the inquiry process. This reflection can take place at two levels: Firstly, by reflecting on the process, and secondly, by reflecting on the knowledge gained. First, when students engage in inquiry, they are challenged to reflect on their current understanding of an issue. Teachers should guide them to surface their assumptions, biases, values and beliefs about the issue. For example, in Issue 1, students may be asked to reflect on their personal beliefs regarding how achievable harmony is in a multicultural society. After examining the issue at length during Social Studies lessons, students should then be able to reflect again, analysing their beliefs and attitudes towards people of other races in a more informed way. Through questions that provoke deeper thought, students can reflect on their thinking, actions and feelings, and thereby develop metacognitive self-awareness. Second, as students engage in data gathering and sound reasoning, they will need to critically evaluate their sources, methods, and opinions and go on to reflect on the new insights they have gained.

It is important to note that these four stages are iterative rather than linear in nature.

Discussions is another model of inquiry that is emphasised in the Social Studies syllabus. Discussions can take many forms and be used for many purposes. It can be described as a dialogue between or among people. It involves, at a minimum, the exchange of information about a topic (e.g., a controversy, a problem, an event, a person, etc.) as well as a particular approach to constructing knowledge that is predicated on the belief that the most powerful ideas can be produced when people are expressing their ideas on a topic and listening to others express theirs. Through discussions, students can explore multiple perspectives about an issue from different sources and

from one another as well as critically examine the reliability and usefulness of the sources. They will also be able to develop some common understanding of the issue; and construct well-reasoned and substantiated conclusions that could include recommendations, decisions or a plan of action to address the issue.

3.3 Pedagogy for Humanities Exposure Modules

The pedagogy for the Humanities Exposure Modules will build on specific pedagogical elements in the Humanities Inquiry approach adopted for SS. These elements are aligned with the constructivist approach that requires students to participate in their own learning process:

1. Use of guiding questions. These questions will build on students' natural curiosity so that the learning experiences are authentic and meaningful. The questions serve to activate students' prior knowledge, challenge their assumptions, and arouse their curiosity and imagination.
2. Exploration of different perspectives. Students will consider multiple perspectives and learn to support their thoughts and perspectives based on evidence from different sources, data and texts studied. As they gather, read and analyse different types of media/data to engage in discussion and hear their peers' and teachers' views on the topics, they will also develop their own personal ideas and understanding over the course of the Humanities Exposure Modules.
3. Use of multi-modal learning approaches. Students will be engaged through visual and auditory material with opportunities to develop their reading and writing abilities. For example, for the Humanities Exposure Modules, beyond learning through direct instruction, students will explore the environment around their school in the Geography investigative task, examine artefacts for History, and learn through role play in Literature in English.

SECTION 4: ASSESSMENT

Purpose of Assessment

Formative Assessment

Summative Assessment for Social Studies

4. ASSESSMENT

4.1 Purpose of Assessment

To ensure that G1 Humanities is taught effectively, assessment is necessary to evaluate and report the level of student learning. Assessment should also be an iterative and continuous process that motivates learning and helps students achieve the learning outcomes of the syllabus. Assessment is aligned to the key beliefs of the Singapore Curriculum Philosophy which is encapsulated in the STP.

Assessment in the Singapore Teaching Practice

The Singapore Curriculum Philosophy of the STP expounds the belief that every student wants to, and can, learn. Assessment, the process of gathering and analysing evidence of student learning, is an integral part of teaching and learning. Thus, assessment should be designed with clarity of purpose, to provide students and teachers with feedback to move learning forward and improve teaching practices. The key messages of assessment, as captured in the Singapore Curriculum Philosophy, are:

- **Assessment is integral to the teaching and learning process.** Assessment is a part of teaching and learning, and must be closely aligned with curriculum objectives, content and pedagogy. In a classroom where assessment is used to support learning, there is no divide between teaching and assessment. Everything that happens in the classroom, and everything that students do (e.g., questions they ask, responses to learning activities), become sources of information that help teachers assess what students know and can do. The teacher will analyse these sources of information to make teaching decisions which enhance the quality of learning and address learning gaps. Hence, assessment becomes an ongoing, cyclical process that is woven into the minute-to-minute and day-to-day life in the classroom. For example, small group discussions in Social Studies and Humanities Exposure Modules (HEMs) will inform teachers as to how far students have understood concepts taught in class.
- **Assessment begins with clarity of purpose.** Assessment should be fit for purpose and based on sound educational principles. Summative assessment serves to provide information on students' mastery of content knowledge and skills, while formative assessment is carried out for the purpose of enhancing teaching and learning. A balanced assessment system should comprise both summative assessment and formative assessment. Whether implemented as formal examinations or infused in classroom learning activities, assessment should support meaningful learning. Decisions on *what* to assess and *how* to assess should be based on a clear purpose, in relation to the learning outcomes. In the context of Social Studies and HEMs, formative tasks such as bite-sized short quizzes on specific content (e.g., how common space can promote interaction and understanding among diverse groups of people) inform teachers of students' learning in a timely manner, so teachers may vary their teaching plans appropriately.
- **Assessment provides feedback to move learning forward and improve teaching practices.** Assessment information should allow both teachers and students to make continuous improvement to teaching and learning. In addition to interpreting assessment information and adapting instructional practices accordingly to address learning gaps, teachers also need to guide

students to understand and use assessment information to improve their learning. This will help engender students' ownership of learning and boost their motivation to learn. As students learn to self-assess and self-regulate, they will be equipped to become self-directed learners who are able to learn for life. Assessment information should produce both quantitative and qualitative descriptions of learners' performance to be useful to teachers and students. For example, when teachers share the rubrics for Performance Tasks, students can see where they are currently and what they need to do to get the next level.

4.2 Formative Assessment

Formative assessment takes place during teaching and learning and aims to help student improve their learning. Students will be given a variety of assessment types by which to express their understanding of their learning, such as in-class questioning, writing reflections, group discussions, group work, quizzes, role-playing, journal entries, podcasts, posters and use of technology. This variety will allow students to express their understanding in a mode that suits their interest and strengths. Teachers can use formative assessment to help students move learning forward.

Subject-specific Formative Assessment

- **Formative assessment for Social Studies:** Examples of formative assessment include oral questioning, quizzes, feedback on Performance Tasks, and coursebook activities such as those developing critical thinking skills and reflective thinking. Activities in the Social Studies coursebooks are designed to allow students to attain the Social Studies assessment objectives progressively over the course of four years, while having varied and enriching learning experiences in the process. Through the activities, teachers are informed of the areas of intervention necessary to improve or support learning so that students can attain the learning outcomes.
- **Formative assessment for Geography HEM:** Examples of formative assessment include investigative tasks, e.g., students carrying out bite-sized assignments that require them to undertake an inquiry to discover and examine information collected from their immediate environments, including the school and neighbourhood parks.
- **Formative assessment for History HEM:** Examples of formative assessment include a world café, e.g., students reading about, discussing and sharing the hobbies, feelings and aspirations of different young people who lived through different significant events in 1960s Singapore. Students will see different viewpoints and appreciate the diversity of experiences in multicultural Singapore.
- **Formative assessment for Literature in English HEM:** Examples of formative assessment include role-play, e.g., students acting out segments of their texts and demonstrating understanding of characters through their choice of words, actions and expressions in enacting the segments of the texts. Students' reflections on their role-play and how it enhanced their understanding will provide teachers with further information on their learning.

Effective formative assessment hinges on the provision of timely, relevant and specific qualitative feedback from teachers or peers so that students are able to self-monitor, self-regulate and improve their own learning. Feedback given could help students improve, facilitate thinking and build confidence in repeating the right thing again or developing best practices. It provides teachers with information on students' progress and valuable feedback on the effectiveness of their lessons. Teachers can use the information to scaffold students' learning to ensure progression in their learning. Formative assessment can also help students develop positive habits and skills related to reflection and self-directed learning through peer and self-assessment.

The HEMs are non-examinable. The focus of assessment is on providing students and teachers with feedback to address learning gaps and improve teaching practices. Across the three HEMs technology is harnessed for regular assessment, using short questions and multiple-choice questions on the SLS for each unit of work. In addition, graphic organisers to capture responses in small group discussions also provide teachers with timely information on students' learning.

4.3 Summative Assessment for Social Studies

In Social Studies summative assessment is carried out through the Performance Task, which evaluates students' attainment of the assessment objectives found in **Figure 4.1**.

<p>Assessment Objective 1 – Knowledge with Understanding <i>Students should be able to:</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of societal issues.
<p>Assessment Objective 2 – Interpreting and Evaluating Sources / Given Information <i>Students should be able to:</i></p> <ul style="list-style-type: none"> • comprehend and extract relevant information; • draw inferences from given information; • analyse and evaluate evidence; • compare and contrast different views; • distinguish between fact, opinion and judgement; • recognise values and detect bias; and • draw conclusions based on reasoned consideration of evidence and arguments.
<p>Assessment Objective 3 – Constructing Explanations <i>Students should be able to:</i></p> <ul style="list-style-type: none"> • analyse societal issues through the consideration of different perspectives; and • construct reasoned arguments and make informed judgements and recommendations.

Figure 4.1: Social Studies Assessment Objectives

Through the Performance Task, students are assessed on their ability to translate and transfer the key knowledge and skills learnt within an Issue to an authentic context through addressing an inquiry question. The Performance Task is aligned to the inquiry process and allows students to demonstrate their inquiry skills. As students gather data and exercise reasoning, they have to interpret and evaluate sources and construct explanations. For example, when conducting surveys or research,

they have to extract relevant information as well as infer, analyse and evaluate the information before drawing reasoned conclusions about the issue they are investigating. In analysing the information, they often must navigate contrasting perspectives and be mindful of biases in the information gathered. Students are also required to make recommendations after considering different perspectives and explain how their recommendations can address the societal issues they are investigating. They are expected to communicate their recommendations with clarity and creativity. As students go through the reflective thinking stage of the inquiry process, they reconsider their understanding of the societal issues.

While the Performance Task is the summative assessment tool, teachers can scaffold students' comprehension of the assessment demands. In this way, there is an element of formative assessment involved.

The conduct of the Performance Task will allow students to be exposed to some of the knowledge and skills which their counterparts taking predominantly G2 and G3 subjects will experience through Geographical and Historical Investigations.

It is recommended that at least six periods are allocated to complete each Performance Task. These six periods can be spaced out over the semester to give students sufficient time to complete each stage of the Performance Task before moving on to the next. Information on the Performance Task can be found in the subsequent segments.