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Curriculum Planning and Development Division

Ministry of Education

Secondary Social Studies

Normal (Technical) Syllabus



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1 Introduction and Design of the Syllabus

Desired Outcomes of Education

The Social Studies syllabuses are anchored upon the Desired Outcomes of Education (DOE). The DOE are:

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- a **self-directed learner** who questions, reflects, perseveres and takes responsibility for his own learning;
- an **active contributor** who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks and strives for excellence; and
- a **concerned citizen** who is rooted to Singapore, has a strong civic responsibility, is informed about Singapore and the world, and takes an active part in bettering the lives of others around him.

The Social Studies curriculum spans the primary and secondary levels. The curriculum aspires toward the growth of the Social Studies learner who is also an informed, concerned and participative citizen at the end of ten years of Social Studies education.

PHILOSOPHY OF SOCIAL STUDIES

At the heart of the Singapore Social Studies (SS) curriculum is preparing students to be citizens of tomorrow. The curriculum helps them to understand the interconnectedness of Singapore and 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 ignite students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, SS helps students to attain relevant knowledge and understandings about these issues, develop reflective and critical thinking skills, and appreciate multiple perspectives.

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



The Singapore Social Studies Curriculum

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SS seeks to develop the civic competencies of students by the end of a 10 year Social Studies education. Civic competencies, encompassed in the body of knowledge, skills and values expressed in the Philosophy of SS, will empower students to be informed, concerned and participative citizens.

Curriculum Aims

As ***informed*** citizens, students would:

- understand their individual identity vis-à-vis their identity as Singaporeans with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Singapore perspective;
- apply reflective thought in making quality decisions;
- analyse, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As ***concerned*** citizens, students would:

- have a sense of belonging to their community and nation;
- appreciate the importance of engaging in issues of societal concern;
- be committed to building social cohesion by appreciating diversity in society; and have an awareness of the ethical considerations and consequences of decision-making.

As ***participative*** citizens, students would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the good of society, and serve to make a positive difference to others.

21ST CENTURY COMPETENCIES IN SOCIAL STUDIES

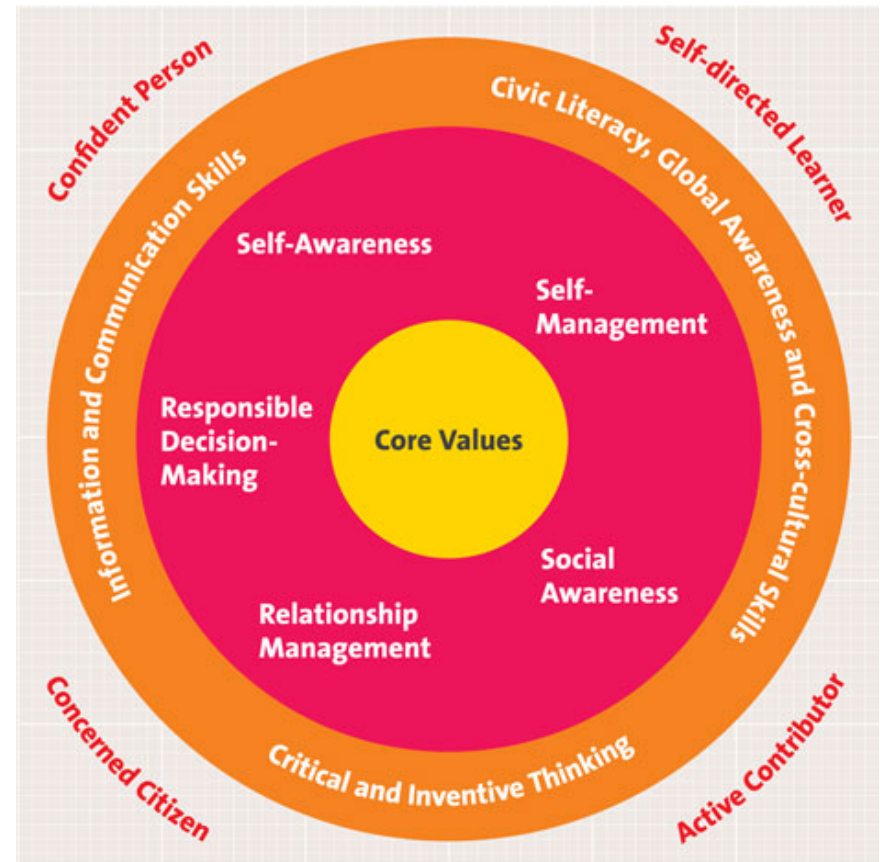
Globalisation, changing demographics and technological advancements are some of the key driving forces of the future. Our students have to be prepared to face these challenges and seize the opportunities brought along by these forces. To help our students thrive in a fast-changing world, MOE has identified three sets of competencies that have become more important than ever in the globalised world of the 21st Century. These are: Civic Literacy, Global Awareness and Cross-Cultural Skills, Critical and Inventive Thinking and Information and Communication skills.

Knowledge and skills must be underpinned by values. Values define a person's character. They shape the beliefs, attitudes and actions of a person, and therefore form the core of the framework of 21st Century Competencies.

At the centre of the 21 CC framework are values which define a students' character and shape his/her beliefs, attitudes and actions. This is the core of the 21 CC framework. The middle ring comprises the social and emotional competencies. These are skills necessary to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, as well as to handle challenging situations effectively. In the outer ring of the framework are the 21st Century skills necessary for the globalised world we live in. Together they support achieving the Desired Outcomes of Education.

All these competencies will enable our young to tap into the rich opportunities in the new digital age, while keeping a strong Singapore heartbeat. Lesson plans designed to guide the activities in the Coursebook will help to highlight the 21 CC that could be developed through the study of Social Studies. A mapping of 21 CC outcomes in the SS N(T) curriculum is provided in section 5 for reference.

21st Century Competencies Framework



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SOCIAL STUDIES NORMAL (TECHNICAL) AND CITIZENSHIP AND CHARACTER EDUCATION

Citizenship Education (CE) in Singapore aims to develop in our students the knowledge, skills, values and attitudes that will enable them to be informed, concerned and participative citizens; who contribute meaningfully towards the community, are committed to nation-building, and who effect a positive change in the world. The focus on the three big ideas of **Identity, Relationships and Choices** enable students to know their roles and responsibilities as citizens; to respect, appreciate and embrace diversity; to demonstrate care and empathy in their relationships; and to make good decisions that contribute to the well-being of others. CE focuses on the morality aspect where students learn to discern what is right and good, feel for others, and commit to actions that contribute towards the common good. CE in Character and Citizenship Education (CCE) develops in students the skills of moral reasoning, perspective-taking, responsible decision-making and reflection – all of which are essential in the development of active citizenry.

SS focuses on the preparation of students to be responsible citizens. Through CCE and SS at the primary and secondary levels, and History at lower secondary level, students have the opportunity to learn and apply the *knowledge, skills and values* relevant to CE. The alignment between the learning outcomes of CCE and SS N(T) are as shown in the table “Mapping the SS N(T) syllabus to CCE”.

Mapping the SS N(T) Syllabus to CCE Learning Outcomes

Level	SS N(T) Issues	CCE Learning Outcomes
Lower Sec	Living in a Multicultural Society Is harmony achievable in a multicultural society?	LO 6: Value Singapore’s socio-cultural diversity, and promote social cohesion and harmony.
	Responding to Migration Are migrants welcomed?	LO 6: Value Singapore’s socio-cultural diversity, and promote social cohesion and harmony. LO 7: Care for others and contribute actively to the progress of our community and nation.
	Resolving Conflict and Building Peace Is peace achievable?	LO 7: Care for others and contribute actively to the progress of our community and nation. LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.
	Protecting Our Environment Is the environment worth protecting?	LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.
Upper Sec	Managing Our Financial Resources How can we use our financial resources wisely?	LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.
	Caring for Society How can we make Singapore a better place for those in need?	LO 7: Care for others and contribute actively to the progress of our community and nation. LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.

SOCIAL STUDIES NORMAL (TECHNICAL) SYLLABUS DESIGN

How is the Social Studies N(T) Syllabus organised?

The SS N(T) syllabus adopts an issues-based approach, anchored in the use of inquiry by students to explore current societal issues. These issues are presented in the curriculum to resonate with the experiences that the SS N(T) students are familiar with, so that they can relate to the content which would be relevant to their lives.

The syllabus is organised around six issues that are selected to represent concerns surrounding the society at both the national and global levels. The issues that would be explored at the lower secondary level are *Responding to Migration*, *Living in a Multicultural Society*, *Resolving Conflict and Building Peace* and *Protecting Our Environment*. At the upper secondary level, students would be exploring the issues of *Managing Our Financial Resources* and *Caring for Society*.

In exploring these issues, students would draw on perspectives of disciplines of the Humanities and Social Sciences, including History, Geography, Political Science, Sociology and Economics. Inquiry-based learning approaches complement the teaching of an issue-based SS curriculum so that students can be involved in their learning, formulate questions, gather relevant information to respond to questions and build new understandings, meanings and knowledge. Students will also have opportunities to reflect on their learning.

Level	Issue	Inquiry Focus
Lower Secondary	Living in a Multicultural Society	Is harmony achievable in a multicultural society?
	Responding to Migration	Are migrants welcomed?
	Resolving Conflict and Building Peace	Is peace achievable?
	Protecting Our Environment	Is the environment worth protecting?
Upper Secondary	Managing Our Financial Resources	What does it mean to manage our financial resources well?
	Caring for Society	How can we make Singapore a better place for those in need?

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Overview of the Syllabus

- Use of Inquiry Focus and Guiding Questions;
- Use of Key Understandings
- Use of Narratives and Personal Accounts;

Use of Inquiry Focus and Guiding Questions;

Each issue is framed by an inquiry focus question which anchors the study of the issue and is central in directing students to respond to a particular cause specific to the issue. Subsequently, guiding questions are positioned to help students to gain a deeper understanding of the content. Guiding questions are designed to guide students' exploration of the relevant content, which has been scoped for the SS N(T) learner. Students will then be able to develop responses to the inquiry focus questions.

Use of Key Understandings

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. Key understandings highlight main insights that students would gain through the study of each issue. They prioritise what students would need to learn as worthy content with respect to the issue being examined. These key understandings provide a larger purpose for learning the targeted content and they implicitly answer the question, *“Why is this issue worth studying?”*

Use of Narratives and Personal Accounts

Different strategies such as narratives and personal accounts are introduced in exploring the issue. The use of narratives and personal accounts facilitate understanding of important concepts and terminology as well as serve as a trigger to set the context for studying an issue. Such strategies enable the students to relate more easily to the issue being studied.

2 PEDAGOGY: GUIDED INQUIRY AND FIELD-BASED LEARNING

Inquiry is recommended for the learning of concepts, skills and the exploration of issues in the SS N(T) syllabus. Inquiry-based Learning helps students to become more critical about their thinking and their actions. Hence, they will be able to deliberate and offer well-grounded answers based on evidence in the study of issues. It also sustains the N(T) students' interest as they would have the opportunity to investigate into an area of focus that is related to the world outside the classroom.

(A) Why Inquiry-based Learning?

a. Development of Critical Thinking Skills

Inquiry questions provide the focal point for thinking, as students are required to investigate, extract, analyse and synthesise information. The processes of inquiry facilitate greater awareness in the learner about the issues being studied and 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 action. This is achieved through the provision of structures and support that make the inquiry approach accessible to and manageable for N(T) students.

b. Promotion of Joint Knowledge Construction and Communication Skills

Through the process of inquiry, students will understand multiple perspectives regarding issues as students engage in discussions and group deliberations with teacher facilitation. As N(T) students analyse sources within their groups, they can then draw conclusions and

judge whether conclusions drawn by others are supported by evidence. With teacher guided facilitation, they will be empowered to discern and take responsibility for their own learning.

c. Development of Metacognitive Processes

During the inquiry process of investigating into authentic societal issues, students will explore various ways of thinking about these issues. This process will enable students to become more aware of their own beliefs and assumptions. N(T) students will also begin to think about their own thinking and action through the reflection activities within the inquiry process. In this way, inquiry facilitates reflective thinking and meaning making by the N(T) students as they explore the issues.

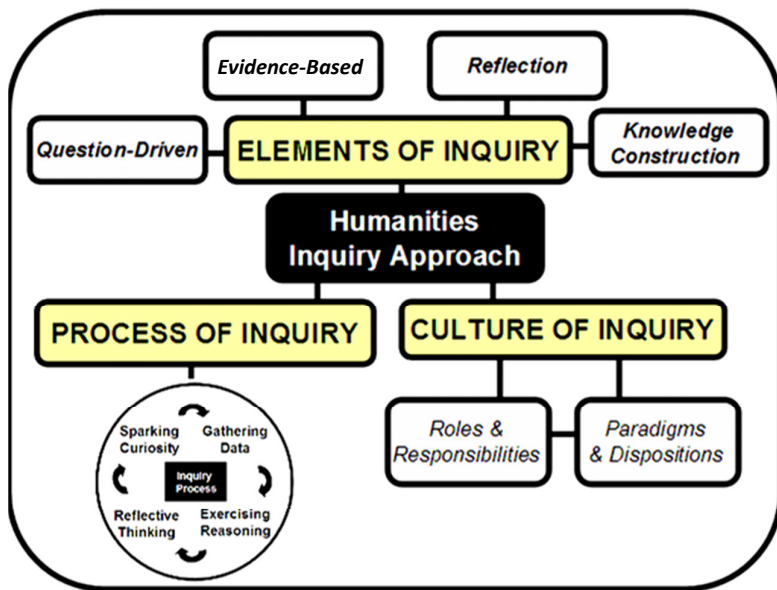
d. Preparation for 21st Century Living

The global environment has become increasingly complex. It is thus necessary to equip our students with the knowledge, skills and attitudes that would enable them to succeed in becoming effective citizens, workers and leaders in the 21st century. Through the process of inquiry into the issues presented within the SS N(T) curriculum, N(T) students will have opportunities to examine complexities of the ever-changing real world scenarios and the multiplicity of perspectives. Inquiry would thus enable them to grow the dispositions and knowledge to construct their own understanding of the 21st century world in which they live.

Translating the Inquiry Approach into the Social Studies Classroom

The Humanities Inquiry Approach (see **Figure A**) encompasses an appreciation of the roles and responsibilities of both the teacher and the student in a classroom culture that would be conducive to inquiry.

Figure A: Framework of the Humanities Inquiry Approach



a. Pedagogical Elements that underlie Inquiry-based Learning

There are four common pedagogical elements that underlie the practice of inquiry-based learning in the classroom. These broad elements have been identified from an external scan of inquiry

literature, discussions with academics in the field, as well as observations of exemplary classroom practice.

- **Learning as Question-Driven**

Inquiry-based learning seeks to spark and build on students' curiosity so that the learning experience is an authentic and meaningful one. The choice of the questions (what you ask) and the delivery of the questions (how you ask) depend on the purpose intended. Questions help activate the students' prior knowledge and challenge their assumptions by arousing their curiosity and imagination, inviting consideration of different perspectives, especially when used in the context of exploring problematic situations. This in turn leads to the eliciting of students' own genuine questions out of curiosity. Learning would result through inquiry as it is driven by teachers' and students' questions to investigate, extract, analyse and synthesise information regarding issues.

Good questioning has the two-fold effect of facilitating richer classroom interactions and deepening students' conceptual understanding about the issues explored. This is done through the teacher using good questions to develop students' interest, to assess their learning, and to hone their critical thinking and consideration of multiple perspectives.

Consequently, when exposed to effective questioning, N(T) students would eventually learn to ask effective questions as well. Therefore, it is necessary for teachers and students to understand some of the key aspects of good questioning, i.e. understanding what characterises good questions, how good questioning techniques can deepen students' learning, and the types of

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questions that can be asked. Teachers can select useful resources on asking good questions from the Teaching and Learning Guide to achieve this. Through the use of their Coursebooks, N(T) students will be exposed to a variety of questions ranging from comprehension to the evaluation of their classmates' responses in the construction of their own learning.

- **Double Movement of Reflection**

During the inquiry process, students move from experience to creating a working hypothesis about that experience, and back to experience again to test the working hypothesis, then back to revise the hypothesis, and so forth, creating a practical working theory about the concept or issue investigated.¹ This notion of the double movement of reflection can be attributed to John Dewey (*How We Think*, 1910), who essentially suggested that our experiences lead to a theorisation and formulation of a hypothesis which is then tested and modified with new experiences and evidence being considered. This constant state of reflection on the hypothesis, in the form of the inquiry question, would eventually lead to the creation of certain beliefs/theses, and eventually lead to deeper understanding of the concept or issue.

Developing this disposition of reflective thinking will thus equip N(T) students to become individuals who exercise discernment about the validity of information they encounter in daily life. For example, in exploring the issue on Responding to Migration, students will be posed the question of "Are migrants welcomed?" Through a thorough consideration of experiences including those of

¹ Parker, W. C. (2003). *Teaching Democracy: Unity and Diversity in Public Life* (pp.134). New York: Teachers College Press.

Singaporeans and migrants, and their own reflection, the N(T) students come to a considered judgement.

Figure B: The Double Movement of Reflection



- **Reliance on Evidence**

Inquiry-based learning develops students' abilities to justify their opinions using support from relevant information. Students need to be able to distinguish between facts and opinions, and evaluate the reliability and usefulness of information gathered.

Students are able to draw conclusions based on information gathered and compare with other evidence-based conclusions drawn by others to gain a deeper understanding of issues. With teachers facilitating the process, the N(T) learner will explore issues in order to make informed responses to problems and questions through the use of relevant information. In the course of searching for relevant and valid information, new insights and findings may surface as they undergo the double movement of reflection.

The learner experiences reflective thinking also when transiting between chapters of the Coursebook, where they will be guided to reflect based on specific questions. These reflections enable students to consciously consider the learning experiences they have undertaken within and across the four chapters of the Coursebook.

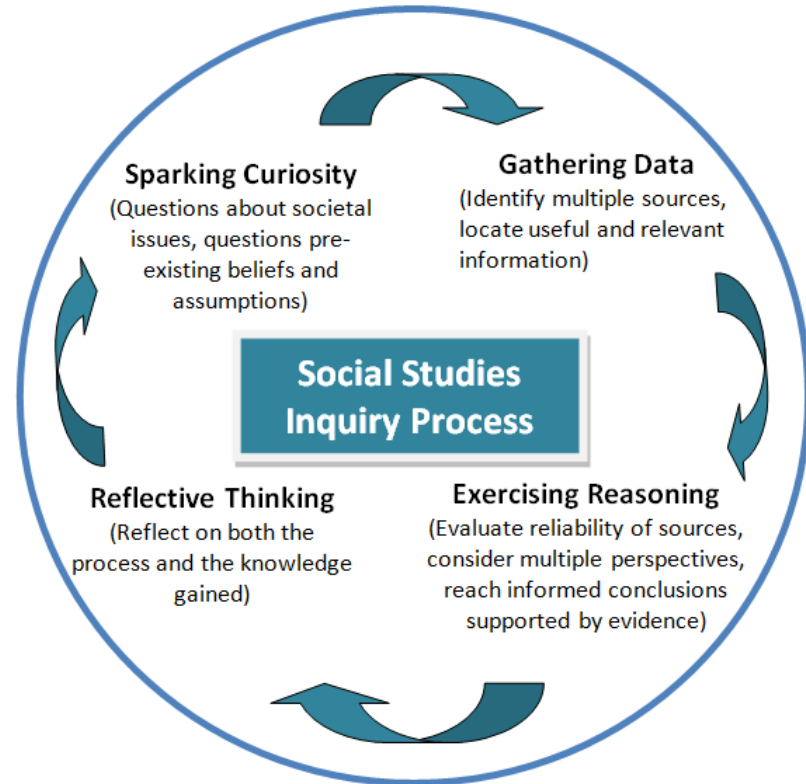
- **Knowledge Construction by Students**

In inquiry, students are actively engaged in the construction of knowledge, new ways of understanding and new ways of seeing things. They do not simply receive information didactically. According to Margaret Roberts, such a theory of learning has implications on how inquiry-based learning should be carried out. Planning for inquiry-based learning experiences thus needs to take into account students' prior knowledge and assumptions². Learning opportunities are needed to help the N(T) students to become aware of how they see things and reconstruct their existing knowledge when exposed to new knowledge. Such new stimulus may provide insights for the students and spark off further questions about an issue.

b. Process of Inquiry

The inquiry process (see **Figure C**) is often known as the scientific method. The general inquiry procedure can be characterised by four aspects: sparking curiosity, gathering data, exercising reasoning and reflective thinking³.

Figure C: An Illustration of the Inquiry Process



(a) Sparking Curiosity: Teachers have to first activate the students' prior knowledge about these real-world issues in SS N(T) to spark curiosity. For instance, if the teacher wants to introduce the issue of pollution and its potential harm, it would be helpful to get the N(T) students to surface their existing beliefs and knowledge about this issue. Students need to

² Roberts, M. (2003). *Learning Through Enquiry: Making Sense of Geography in the Key Stage 3 Classroom* (pp. 28). Sheffield: Geographical Association.

³ Adapted from 'A Framework for Learning Through Enquiry' in Roberts, M. (2003). *Learning Through Enquiry: Making Sense of Geography in the Key Stage 3 Classroom* (pp. 44). Sheffield: Geographical Association.

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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 of the issue. It would also be useful to identify questions that they have about this issue, i.e. gaps in their understanding that they would like to be addressed.

Teachers can then introduce new stimulus materials that would trigger further interest and curiosity about the issue and provoke students to question their own assumptions and beliefs about the issue. For instance, a variety of sources based on accounts of challenges faced by different ethnic groups can be shown to the N(T) students to expose them to alternative perspectives that students are unlikely to have encountered.

(b) Gathering Data: The classroom extends beyond its four walls and students should be encouraged to gather data from a variety of authentic sources that would provide them with information that can help to address the questions they have. The teacher 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 through making field-based observations about authentic scenarios and conducting interviews and surveys with members of the community. For instance, N(T) students can gather information about the life of migrants and the challenges they face by interviewing their classmates or family members from other countries. Through an investigation into a variety of authentic sources that reflect a multiplicity of perspectives, N(T) students make use of gathering data to help address gaps in their understanding

(c) Exercising Reasoning: Students need to make sense of the data and extract relevant information from the various sources. They need to describe, explain and analyse the information and infer potential implications. Through the process of comparing and contrasting sources, they make connections in their knowledge and deepen their insights about an issue. They apply criteria for evaluating the reliability and usefulness of the information, and develop informed opinions about the issue. For instance, they may critique the value of the interview findings they have gathered and compare it with official population statistics and reports to evaluate the extent of its typicality. They may also attempt to distinguish the facts from the opinions.

Through the exploration of agreement and disagreement 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. Hence, an important component in the SS N(T) experience is for the learner to consolidate the data gathered and make sense of their information through reasoning in order to come to a suitable Performance Task product. Such skills are important in honing the students' ability to make quality decisions and responses towards the issues.

(d) Reflective Thinking: Reflective thinking is an integral aspect of inquiry and students ought to engage in reflection at **every** aspect of the inquiry process. This reflection can take place at **two** levels: reflecting on the process as well as the knowledge gained. When students engage in inquiry, they are

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challenged to reflect about their current understanding of the issue. Teachers should guide them to surface their assumptions, biases, values and beliefs the issue. For instance, students may be asked to reflect as an introduction to a topic, what they perceive as care. After engaging on the issue of caring for society during lessons, they should reflect again, analysing their beliefs and attitudes towards care for others. Through the asking of procedural questions that provoke deeper thought, students can reflect about their thinking, actions and feelings, and thereby develop metacognitive self-awareness. As they engage in data gathering and sound reasoning, they critically evaluate their sources, methods, opinions and reflect on the new insights they have gained.

(B) Field-Based Learning

Field-based learning (FBL) refers to learning that extends beyond the classroom. In FBL, teaching is extended to a site outside of the classroom, exposing students to a real-world setting. Students learn through direct interaction with an environment that reflects the concepts rather than learning through indirect presentations of the setting such as through textbooks or lectures. This means going outside the classroom and making observations and taking samples of objects, structures, processes and phenomena, using the human senses and instrumental sensors.⁴

⁴ Queen's University, Center for Teaching & Learning,
<http://www.queensu.ca/cti/goodpractice/field/index.html>

Field-Based Learning in Social Studies

It is recommended that FBL experiences be woven into the Social Studies N(T) syllabus. FBL provides authentic learning experiences that can help students better appreciate the issues that they are inquiring into. A FBL experience possesses the following 5 key characteristics:

1. It can take place **outside** the classroom, either within the school community and neighbourhood or further beyond;
2. It has specific **knowledge** objectives pertaining to societal issues that challenge and concern the students;
3. It has specific **skills** objectives pertaining to process skills (assessing the validity of multiple perspectives, engaging in problem-solving, conducting research ethically), communication skills (constructing and communicating ideas effectively) and/or participation skills (negotiation, mediation, cooperation, appropriate action);
4. It has specific **values** 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
5. It positions **reflection** at the core of the learning experience, as students would be guided to develop metacognitive awareness in both the cognitive (thinking) and affective (feeling) domains, through reflection tools and strategies.

3 ASSESSMENT

What is the Purpose of Assessment?

Secondary Social Studies N(T) is a non-examination subject. However, assessment is necessary to ensure that the teaching and learning of SS N(T) is effective. Thus, there is still a need for assessment to measure, certify and report the level of student learning. Assessment is not just a tool for teachers but it should be seen as an iterative and continuous process which motivates learning and helps students to achieve the learning outcomes outlined in the syllabus document.

Assessment for the new SS N(T) Syllabus will include formative assessment and summative assessment. These forms of assessment play an integral role in the teaching and learning of Social Studies. Formative assessment, sometimes referred to as assessment for learning, takes place during teaching and aims to help students improve their learning. It provides teachers with information on students' progress and valuable feedback on the effectiveness of teachers' lessons. Teachers can use the information gained to scaffold students' learning to ensure progression. Formative assessment can also help students to develop positive habits of reflection and independent learning through getting students involved in peer and self-assessment.

In contrast, summative assessment, sometimes referred to as assessment of learning, typically takes place at the end of a unit or semester. It plays a critical role in assessing students' knowledge and understanding of the subject. It yields information on mastery

and attainment and provides a means to determine the ability of students to progress to the next level. Both formative and summative assessments aim to facilitate learning in Social Studies where the process should be developmentally appropriate and cater to students' varied needs, and helps them acquire 21st Century Competencies. Beyond this, assessment should also reflect the experiences we want students to have in the study of Social Studies that mirrors real life scenarios. This will enable students to appreciate the relevance of what they have learnt through the content, skills and values and be able to apply these in their daily lives.

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What are the assessment objectives?

The assessment objectives for Social Studies N(T) are to assess the knowledge and skills that pupils have acquired through the learning of Social Studies.

The objectives are:

Objective 1 Knowledge construction

Pupils should be able to:

- Gather and organise information
- Make observations using sources and interpret data;

Objective 2 Constructing explanations

Pupils should be able to :

- Consider different viewpoints and alternatives to make informed judgement
- Communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Objective 3 Interpreting and Evaluating Sources / Given information

Pupils should be able to:

- Check reliability of information gathered

What are the Assessment Items?

Assessment in SS N(T) comprises formative and summative assessment tasks that evaluate cognitive understanding and skills. Tasks can be in the form of visual, oral, dramatic or written representation. This allows for differentiation in assessment tasks so that students who have difficulties with the written language would still be able to demonstrate their learning through other forms of response.

Modes of assessment

Formative assessment in the Social Studies N(T) classroom

Formative assessment supports the students' learning process. It shapes teaching and learning because the information on student performance helps students to master learning goals and teachers to refine teaching practices. It is an integral process embedded in instructional practice.

In the SS N(T) Coursebooks, the activities are designed for students to have varied and enriching learning experiences. These include pair/ group discussions in "Watch and Discuss", analysis of sources in "Explore" activities, and peer checking of data and information in "Discuss" activities. Students have opportunities to work on their own or with their classmates to complete the activities.

The activities in the Coursebook help students to gather information, make observations, consider different viewpoints and reflect on their responses to make informed decisions. The activities are designed for students to progressively develop the skills as outlined in the syllabus. These activities help the teacher to assess students' progress in achieving learning outcomes.

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The formative assessment tasks that students attempt in the Coursebook are meant to provide students with opportunities to engage in the learning without the pressure of formal assessment.

Summative assessment in the Social Studies N(T) classroom

Students will attempt the Performance Task designed in the Coursebook for each SS N(T) issue for their summative assessment. Through the Performance Task, students develop a tangible product or performance at the end of studying an issue. It aims at assessing students' ability to apply key knowledge and skills learnt within an issue to a new context.

Each Performance Task would comprise multiple parts based on their learning experiences during the course of studying each issue. It would involve students in gathering information through field-based learning, processing the information gathered, creating a product and communicating their findings through varied forms of presentation. Field-based Learning is incorporated into the Performance Task. This allows students opportunities to gather and organise information in authentic and real-world settings. It is recommended that at least six periods are allocated to complete the Performance Task.

What is the suggested grading for assessment?

The purpose of assessment reporting would be to provide information to help students to know how they can progress in relation to the knowledge and skills outcomes of the issue being covered. It is also to provide a holistic report of the achievement of

the student in the subject. It aims to motivate N(T) students by identifying areas for improvement and hence, aspire towards quality passes. This would evoke a sense of achievement; boost their self-esteem and spur interest in learning Social Studies. Student achievement through the Performance Task will be graded at three levels, namely:

Pass
Pass with merit
Pass with distinction

The starting grade level of "pass" is set such that it is easily attainable by N(T) students who put in the effort to learn. Similarly, the two higher grade levels are set at a reasonable level of attainment which would inspire N(T) students towards a quality pass. Students who do not attempt the Performance Task should be given "Ungraded" in the reporting of assessment grades at the end of studying each issue.

Schools will carry out school-based assessment and the grades (Pass, Pass with Merit or Pass with Distinction) will be reflected in their holistic report cards at the end of each semester for the Secondary 1 and 2 levels. As students in Secondary 3 and 4 levels will study one SS N(T) issue each year, schools have the option of reflecting the grades at the end of the first or second semester. This is dependent on whether the school completes the course by allocating double periods in the first or second semester

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How are the Grading Rubrics used?

The Grading Rubrics accompanying the Performance Task consists of level descriptors for student competence/ attainment for each focus area. The level descriptors also serve to indicate to students the next higher level of competence for each focus area to aspire to. The four criteria for the level descriptors focus on three aspects:

- Gathering and analysis of information;
- Creating a product as evidence of learning; and
- Reflecting on learning through the Performance Task.

These areas of focus for assessing the Performance Task are derived from the assessment and syllabus objectives and can be mapped to the four-stage processes of inquiry. For a clearer illustration of the mapping, please refer to **Table 6.1**

There is a separate set of Grading Rubrics for the Upper and Lower Secondary levels as students will be expected to “check reliability of information gathered” in the Upper Secondary level.

Both the process and product of the Performance Task are evaluated. A set of the Grading Rubric for both Lower and Upper Secondary SS N(T) is provided for teachers in their evaluation please refer to refer to **Tables 6.2a and 6.2b**. They can also be found in the Coursebook for every issue in the Performance Task section.

Within the Coursebook, the criteria in the Grading Rubric are termed as “Steps” in order to guide students’ thinking through the 4 stages in the Performance Task.

Table 6.1: Mapping of inquiry process to the 4 stages of the Performance Task

Process of Inquiry	Stages of the Performance Task
Sparking Curiosity	Question for investigation: This is to spark the students’ curiosity towards the issue and sets the context for the students to investigate into the issue.
Gathering Evidence	Let’s Gather!: Students will be guided by the question for investigation to gather information from a real-world authentic context through their field-based learning. This information will help them to put together a response to the question for investigation.
Exercising Reasoning	Let’s Analyse!: Students will use the information gathered to explain their reasons for providing their responses to the question for investigation.
Reflective Thinking	<p>Let’s Create!: In order to make their thinking visible, students will be required to undertake the creation of a product that presents their findings and their responses to the question for investigation.</p> <p>Let’s Reflect!: Students would need to reflect and think of their assumptions prior to taking on the Performance Task as well as any insights they may have gained from the experience.</p>

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Table 6.2a Proposed level descriptors for Lower Secondary SS N(T) Secondary 1 & 2

Grades	Descriptors
Pass	<p><i>Student is able to:</i></p> <ul style="list-style-type: none"> gather information that is somewhat relevant in answering the question for investigation. make conclusions that are somewhat supported by the information gathered. create a product that provides a somewhat coherent response to the question for investigation. share reflections which are somewhat connected to the product.
Pass With Merit	<p><i>Student is able to:</i></p> <ul style="list-style-type: none"> gather information that is usually relevant in answering the question for investigation. make conclusions that are usually supported by the information gathered. create a product that provides a usually coherent response to the question for investigation. share reflections which are usually connected to the product.
Pass with Distinction	<p><i>Student is able to:</i></p> <ul style="list-style-type: none"> gather information that is consistently relevant in answering the question for investigation. make conclusions that are consistently supported by the information gathered. create a product that provides a consistently coherent response to the question for investigation. share reflections which are consistently connected to the product.

Table 6.2b Proposed level descriptors for Upper Secondary SS N(T) Secondary 3 & 4

Grades	Descriptors
Pass	<p><i>Student is able to:</i></p> <ul style="list-style-type: none"> gather information that is somewhat relevant in answering the question for investigation. make conclusions that are somewhat supported by the information gathered. create a product that provides a somewhat coherent response to the question for investigation. share reflections which show little awareness of whether responses in the product are limited.
Pass With Merit	<p><i>Student is able to:</i></p> <ul style="list-style-type: none"> gather information that is usually relevant in answering the question for investigation. make conclusions that are usually supported by the information gathered. create a product that provides a usually coherent response to the question for investigation. share reflections which show some awareness of whether responses in the product are limited.
Pass with Distinction	<p><i>Student is able to:</i></p> <ul style="list-style-type: none"> gather information that is consistently relevant in answering the question for investigation. make conclusions that are consistently supported by the information gathered. Create a product that provides a consistently coherent response to the question for investigation. share reflections which show good awareness of whether responses in the product are limited.

***For upper secondary, students will be assessed on their ability to explain the reliability of the information gathered**

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How to evaluate the Performance Task?

The use of the Grading Rubrics as a form of holistic scoring rubric is appropriate because the Performance Task is the summative assessment of learning at the end of an SS N(T) issue.

In using the Grading Rubrics, the levels of competence displayed through the Performance Task are considered holistically. The level (pass/pass with merit/pass with distinction) that best fits the student's work would be the grade that is awarded to that student (Nikto, Brookhart, 2011). The guidelines presented in **Table 6.3** would help the teacher in awarding the grades to the students.

As groups are submitting their work as a group Performance Task, all members will receive the same grade. Some teachers may be concerned about the impact on students, reactions and motivations to learn and to work as a group. However, it has been shown that the use of group grades promoted a highly effective learning experience when clear, positive interdependence is structured amongst the group members (Johnson & Johnson, 2004). This means that when the Performance Task is effectively carried out in a group setting, learning is enhanced for all individuals. Hence, it becomes even more important that teachers observe each group as they work. There should be close guidance and supervision of groups so that free-riding can be avoided.

Table 6.3: Steps to evaluating and awarding grades for the Performance Task

Step	Process	Explanation
1	Clarify understanding of the level of performance.	There are 3 levels in the case of SS N(T) Performance Task, and there are descriptors for each level. These levels correspond to the three grade levels of pass, pass with merit and pass with distinction.
2	Decide on the quality of each Performance Task by selecting exemplars for each level of performance.	Teachers should select good exemplars of Performance Tasks that correspond to the 3 grade levels. This helps the teacher define what is expected at each level as well as to calibrate the awarding of grades for the Performance Tasks of the class or the cohort.
3	Checking of Performance Task within each band of performance.	Before awarding the grade, it is important to re-examine the performance within each category to ensure that those that are largely alike in quality do receive the same grade.

4 SYLLABUS CONTENT

Why This Issue Matters:
This section highlights the relevance of the learning in each issue. It makes explicit connections for the student by outlining what the student will be able to do after studying the issue.

Living in a Multicultural Society (Secondary 1)

Why This Issue Matters

The study of the issue of living in a multicultural society enables students to appreciate cultural diversity and understand the importance of harmony. Through examining this issue, students will develop an understanding of who they are, how they, as individuals or when in groups, accept, respect, appreciate and celebrate diversity as well as common practices and values in a multicultural society. The study of this issue will heighten students' awareness of the need to promote and maintain harmony and develop personal responsibility towards achieving harmony in a multicultural society.

Inquiry Focus

Is harmony achievable in a multicultural society?

Key Understandings

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

Inquiry Focus:
Each issue is framed by an inquiry focus question which anchors the study of the issue and is central in directing students to respond as active citizens to the issue.

Key Understandings
The KUs reflect the main insights that students would gain through the study of each issue. The KUs have been simplified to further facilitate the understanding of key ideas.

Key Outcomes

- Students will be able to:
- describe how one's identity could be shaped by one's culture;
 - describe some examples of common cultural practices in Singapore;
 - describe the benefits and challenges of living in multicultural Singapore; and
 - share ways of promoting cultural understanding and harmony among cultural groups in multicultural Singapore.

Skills Outcomes

- Students will be able to:
- gather and organise information;
 - make observations using sources and interpret data;
 - consider different viewpoints and alternatives to make informed judgement; and
 - communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

- Students will be able to:
- respect multiple perspectives of people from different cultural backgrounds;
 - accept and appreciate diverse cultures and harmony in a multicultural society; and
 - show cultural appreciation through practical actions in living and working harmoniously.

Key Concepts

- Identity
- Multiculturalism
- Diversity
- Harmony

Skills Outcomes:
The Skills Outcomes seek to promote Information and Communication skills such as assessing information effectively and understanding new perspectives. Critical Thinking is also promoted as students reflect and arrive at conclusions based on objective analysis of information, different viewpoints and various evidence. These skills are differentiated for the Lower and Upper Secondary N(T) students to ensure age appropriacy.

Values Outcomes:
The Values Outcomes emphasise nurturing the dispositions of a concern citizen and active contributor to the community. The students will also develop Social and Emotional competencies such as social awareness and relationship management in the study of the issues when they learn about the appreciation of diversity, respect for others' perspectives and harmonious living.

Living in a Multicultural Society (Secondary 1)

Guiding Questions

- What makes us who we are?
- What is my culture?

- What are some of the common experiences that members of my cultural group share?

- What are the benefits of cultural diversity in Singapore?
- What are the challenges of living in a multicultural society?

- How can we learn to live harmoniously together in Singapore?

Knowledge and Understandings

OUR CULTURE AND EXPERIENCES HELP SHAPE OUR IDENTITY

- Identity
 - Understanding who we are and how our identity can be shaped by our culture and experiences.

LIVING HARMONIOUSLY MEANS RESPECTING OUR DIFFERENCES AND APPRECIATING WHAT WE SHARE IN COMMON.

- Cultural practices of the major racial and religious groups in Singapore
- Developing appreciation of different cultural practices
 - Greetings
 - Birth rites
 - Celebration of major festivals in Singapore
- Appreciating cultural diversity in Singapore
 - Opportunity to make friends with people from different cultures, diverse cultural celebrations and availability of a variety of cuisines
- Challenges of living in a multicultural society
 - Misunderstanding, prejudice and misconceptions
 - Examples of past (Racial Riots of 1964) and present conflicts between different cultural groups

HARMONY CAN BE PROMOTED BY SHARING OUR COMMON SPACES AND EXPERIENCES

- Sharing common spaces in our neighbourhood
 - Public housing
 - Ethnic Integration Policy
 - Places of interaction
 - Food centres, community centres, playgrounds and fitness corners
- Sharing common practices and experiences
 - Schooling as a shared experience
 - Sharing common experiences in community programmes and activities
 - Sharing common experiences through National Service (NS)

Core Content:
Content of each issue is scoped to ensure greater customisation to the learning profile of N(T) students.

Guiding questions

The Guiding Questions guide progressive understanding of the issue. Placing these questions alongside the proposed content show teachers how to facilitate student learning using the inquiry approach.

Living in a Multicultural Society (Secondary 1)

Why This Issue Matters

The study of the issue of living in a multicultural society enables students to appreciate cultural diversity and understand the importance of harmony. Through examining this issue, students will develop an understanding of who they are, how they, as individuals or when in groups, accept, respect, appreciate and celebrate diversity as well as common practices and values in a multicultural society. The study of this issue will heighten students' awareness of the need to promote and maintain harmony and develop personal responsibility towards achieving harmony in a multicultural society.

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Students will be able to:

- describe how one's identity could be shaped by one's culture;
- describe some examples of common cultural practices in Singapore;
- describe the benefits and challenges of living in multicultural Singapore; and
- share ways of promoting cultural understanding and harmony among cultural groups in multicultural Singapore.

Skills Outcomes

Students will be able to:

- gather and organise information;
- make observations using sources and interpret data;
- consider different viewpoints and alternatives to make informed judgement; and
- communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

Students will be able to:

- respect multiple perspectives of people from different cultural backgrounds;
- accept and appreciate diverse cultures and harmony in a multicultural society; and
- show cultural appreciation through practical actions in living and working harmoniously.

Key Concepts

- Identity
- Multiculturalism
- Diversity
- Harmony

Living in a Multicultural Society (Secondary 1)

Guiding Questions

- What makes us who we are?
- What is my culture?

- What are some of the common experiences that members of my cultural group share?

- What are the benefits of cultural diversity in Singapore?

- What are the challenges of living in a multicultural society?

- How can we learn to live harmoniously together in Singapore?

Knowledge and Understandings

OUR CULTURE AND EXPERIENCES HELP SHAPE OUR IDENTITY

- Identity
 - Understanding who we are and how our identity can be shaped by our culture and experiences.

LIVING HARMONIOUSLY MEANS RESPECTING OUR DIFFERENCES AND APPRECIATING WHAT WE SHARE IN COMMON

- Cultural practices of the major racial and religious groups in Singapore
- Developing appreciation of different cultural practices
 - Greetings
 - Birth rites
 - Celebration of major festivals in Singapore
- Appreciating cultural diversity in Singapore
 - Opportunity to make friends with people from different cultures, diverse cultural celebrations and availability of a variety of cuisines
- Challenges of living in a multicultural society
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 - Examples of past (Racial Riots of 1964) and present conflicts between different cultural groups

HARMONY CAN BE PROMOTED BY SHARING OUR COMMON SPACES AND EXPERIENCES

- Sharing common spaces in our neighbourhood
 - Public housing
 - Ethnic Integration Policy
 - Places of interaction
 - Food centres, community centres, playgrounds and fitness corners
- Sharing common practices and experiences
 - Schooling as a shared experience
 - Sharing common experiences in community programmes and activities
 - Sharing common experiences through National Service (NS)

Responding to Migration (Secondary 1)

Why This Issue Matters

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

Inquiry Focus

Are migrants welcomed?

Key Understandings

- People migrate for different reasons.
- Migration can create positive and negative experiences.
- Both migrants and Singaporeans have a part to play to ensure successful integration.

Key Outcomes

Students will be able to:

- describe what migration is;
- give reasons why people choose to migrate to Singapore;
- describe the experiences of migrants and Singaporeans;
- describe the contributions of migrants; and
- share how Singaporeans could respond to migrants.

Skills Outcomes

Students will be able to:

- gather and organise information;
- make observations using sources and interpret data;
- consider different viewpoints and alternatives to make informed judgements; and
- communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

Students will be able to:

- value individual and collective contributions to society;
- develop better understanding of Singaporeans and migrants to promote integration; and
- empathise and demonstrate sensitivity towards different human experiences.

Key Concepts

- Migration
- Challenges
- Integration

Responding to Migration (Secondary 1)

Guiding Questions

- What is migration?
- Why do people migrate?

- What are the experiences of migrants?
- What are the experiences of Singaporeans?

- What are the contributions of migrants to Singapore?

- How can migrants and Singaporeans ensure successful integration?

Knowledge and Understandings

PEOPLE MIGRATE FOR DIFFERENT REASONS

- What is migration?
- Push and pull factors
 - Reasons for migrants choosing to move to Singapore
 - Peace and security
 - Employment opportunities
 - Quality of education

MIGRATION CAN CREATE POSITIVE AND NEGATIVE EXPERIENCES

- Experiences of migrants living in Singapore
 - Positive and negative experiences
- Experience of Singaporeans with migrants
 - Positive and negative experiences
- Contributions of migrants to Singapore

BOTH MIGRANTS AND SINGAPOREANS HAVE A PART TO PLAY TO ENSURE SUCCESSFUL INTEGRATION

- Role of migrants
- Role of Singaporeans

Resolving Conflict and Building Peace (Secondary 2)

Why This Issue Matters

The study of the issue of resolving conflict and building peace enables students to understand that a collective response is vital to managing conflict and maintaining peace in a country. They will develop an understanding of the roles played by different groups in society to maintain peace. Students will learn examples of past and present conflicts at the regional and international scene.

Inquiry Focus

Is peace achievable?

Key Understandings

- Conflicts can disrupt peace.
- Everyone can help to keep peace in Singapore.

Key Outcomes

Students will be able to:

- describe some causes and consequences of conflict;
- give some examples of how conflicts can be resolved;
- describe the impact of terrorism on Singapore; and
- share Singapore's response to terrorism.

Skills Outcomes

Students will be able to:

- gather and organise information;
- make observations using sources and data;
- consider different viewpoints and alternatives to make informed judgement; and
- communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

Students will be able to:

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

Key Concepts

- Conflict
- Terrorism
- Peace
- Total Defence

Resolving Conflict and Building Peace (Secondary 2)

Guiding Questions

- What is conflict?
- What are the causes and consequences of conflict?

- What is the impact of terrorism?

- What is Singapore's response to terrorism?
- How can we contribute to building peace in Singapore?
- How does Singapore build peace with other countries?

Knowledge and Understandings

CONFLICTS CAN DISRUPT PEACE

- Students' personal accounts of reasons for arguments they have had at home or in school
- Examples of conflict that can disrupt peace
- Causes and consequences of conflict in communities
 - Maria Hertogh riots
- Causes and consequences of conflict among countries
 - Spratly islands dispute
- Consequences of terrorism
 - September 11 terror attack

EVERYONE CAN HELP TO KEEP PEACE IN SINGAPORE

- Singapore's response to terrorism
 - Being prepared for threats (Total Defence)
- Building peace with other countries
 - Building peace through diplomacy and deterrence

Protecting Our Environment (Secondary 2)

Why This Issue Matters

The study of the issue of protecting the environment enables students to appreciate the interdependent relationship between people and the environment. Through exploring this issue, students will find out about the impact of their actions on the environment and learn about how they can exercise stewardship toward the environment.

Inquiry Focus

Is the environment worth protecting?

Key Understandings

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

Key Outcomes

Students will be able to:

- describe the importance of the environment to people;
- give examples of the impact of human activities on the environment;
- describe the importance of nature, waste management and water conservation; and
- describe ways of protecting the environment.

Skills Outcomes

Students will be able to:

- gather and organise information;
- make observations using sources and data;
- consider different viewpoints and alternatives to make informed judgement; and
- communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

Students will be able to:

- appreciate the beauty and benefits that the natural environment brings to their lives;
- believe in individual and collective responsibility in showing care for the environment; and
- demonstrate commitment to carry out their responsibilities toward the environment.

Key Concepts

- Environment
- Sustainability
- Conservation

Protecting Our Environment (Secondary 2)

Guiding Questions

- How are humans dependent on the environment?
- What impact do human activities have on the environment?
- Why is it important to manage the waste we generate?
- How do we protect the environment?
- Why is it important to conserve water?

Knowledge and Understandings

PEOPLE AND THE ENVIRONMENT ARE INTERDEPENDENT

- Importance of the environment to mankind
 - Beauty of the environment
 - Resources from the environment
- Impact of human activities on the environment
 - Resource depletion
 - Pollution due to improper waste disposal

EVERYONE PLAYS AN IMPORTANT ROLE IN PROTECTING THE ENVIRONMENT

- Importance of waste management
 - Land pollution
 - Reduce, reuse and recycle
- Importance of water conservation
 - Water pollution
 - Conserve, value and enjoy water

Managing Our Financial Resources (Secondary 3)

Why This Issue Matters

The study of the issue of managing our financial resources enables students to develop personal responsibility in the management of financial resources. Through exploring this issue, students develop an understanding of financial literacy and economics concepts. Students will thus be able to examine how financial resources are managed, allocated and consumed at the personal and national levels. They will also examine the consequences of mismanagement of financial resources and develop an awareness and appreciation of the need to manage financial resources responsibly.

Inquiry Focus

What does it mean to manage our financial resources well?

Key Understandings

- Using our financial resources wisely means balancing what we spend and save.
- Wise use of our financial resources helps us to be self-reliant.
- Careful use of our country's financial resources helps Singapore to progress.

Key Outcomes

- Students will be able to:
- differentiate needs from wants;
 - give examples of how financial resources can be managed and allocated wisely;
 - describe the consequences of mismanagement of financial resources; and
 - explain how they can contribute to the management of financial resources in Singapore.

Skills Outcomes

- Students will be able to:
- gather and organise information;
 - make observations and interpretations using sources and data;
 - consider different viewpoints and alternatives to make informed judgement;
 - check reliability of information gathered; and
 - communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

- Students will be able to:
- consider the needs of others and rationality in the way one spends money; and
 - exercise thrift and prudence in the management of financial resources.

Key Concepts

- Needs
- Wants
- Opportunity cost

Managing Our Financial Resources (Secondary 3)

Guiding Question

- What are my needs and wants?
- How can I better manage my financial resources?

- What happens if I mismanage my financial resources?

- How does the government manage the national budget?

- Why is the national budget important to me?

Knowledge and Understandings

USING OUR FINANCIAL RESOURCES WISELY MEANS BALANCING WHAT WE SPEND AND SAVE

- Needs and wants
- Budgeting as a decision-making tool
 - Creating a personal budget
- Savings
 - Personal savings
 - Central Provident Fund (CPF)
- Expenditure
 - Personal expenses

USING OUR FINANCIAL RESOURCES WISELY HELPS US TO BE SELF-RELIANT

- Unhealthy spending habits
 - Stories of people who overspend
 - Stories of people who gamble

CAREFUL USE OF OUR COUNTRY'S FINANCIAL RESOURCES HELPS SINGAPORE TO PROGRESS

- Government expenditure
- Developing Singapore through the national budget
 - Dr Goh Keng Swee
 - Mr S.R Nathan

THE NATIONAL BUDGET

- Importance of the national budget to me
- The role of citizens in contributing to the management of financial resources in the country

Caring for Society (Secondary 4)

Why This Issue Matters

The study of the issue of caring for the society enables students to develop an understanding of the 'Many Helping Hands' approach in caring for the society. They will examine the needs of the society. Through this issue, students will develop an awareness of the importance of an active citizenry in caring for the society.

Inquiry Focus

How can we make Singapore a better place for those in need?

Key Understandings

- Everyone has the responsibility to care for the society.
- Different groups of people have different needs.
- Everyone can make a difference by caring for the society

Key Outcomes

Students will be able to:

- describe what care means;
- describe some needs of society in Singapore;
- explain how the individual, the community and government play a role in taking care of society; and
- explain how youths can be active citizens in society.

Skills Outcomes

Students will be able to:

- gather and organise information;
- make observations and interpretations using sources and data;
- consider different viewpoints and alternatives to make informed judgment;
- check reliability of information gathered; and
- communicate ideas and findings with clarity and in creative ways through various tools and modes of presentation.

Values Outcomes

Students will be able to:

- believe in individual and collective responsibility in caring for the society; and
- show care and empathy for people with different needs.

Key Concepts

- Social Responsibility
- Shared Responsibility
- Ageing population
- Active Ageing
- Active citizenship

Caring for Society (Secondary 4)

Guiding Questions

- What does it mean to care?
- How can we care for others effectively?

- What are some of the needs of society?

- What are some of the approaches to care for society?

- How can youths show care for society?

Knowledge and Understandings

EVERYONE HAS THE RESPONSIBILITY TO CARE

- Aims of care
- Concept of care
- Core characteristics of care (Attentiveness, Responsiveness, Respect)

DIFFERENT GROUPS OF PEOPLE HAVE DIFFERENT NEEDS

- Understanding Universal Needs
- Understanding the Needs of Our Society
 - Case Study 1: Needs of the Elderly in Singapore
 - Case Study 2: Needs of the Lower Income Group in Singapore

EVERYONE CAN MAKE A DIFFERENCE BY CARING FOR THE SOCIETY

- The network of care formed by the public, people and private sectors
 - Case Study: Meeting the Needs of the Elderly in Singapore
 - Case Study: Meeting the Needs of the Lower-Income Group in Singapore
- Active Citizenry
 - Youth volunteerism
 - Youth social entrepreneurs

5 Annexes

Mapping of the 21st Century Competencies in the Social Studies Normal (Technical) Syllabus

21st Century Competencies						
Issues	Values	Social-Emotional Competencies	Information & Communication Skills	Critical & Inventive Thinking	Civic Literacy, Global Awareness & Cross-Cultural Skills	Desired Outcomes of Education
1. Living in a Multicultural Society (Secondary 1)	Respect Responsibility Harmony Care	In the study of this issue, the learner develops self-awareness and social awareness through the understanding of how they, as individuals and collectively accept, respect, appreciate and celebrate diversity in a multicultural society. The learner also develops relationship management skills through working with others when undertaking the Performance Task. In addition, the learner develops self-management and responsible decision-making skills in promoting harmony in a multicultural society.	In undertaking the Performance Task and field-based learning activities, the learner collaborates with others to gather and process information in the exploration of multiculturalism and diversity in their community. The learner also documents his learning processes using multiple modes of presentation . In addition, the learner demonstrates and communicates his understanding using appropriate ICT tools adeptly.	<u>Classroom Inquiry:</u> Critical thinking skills are incorporated into the inquiry-based approach to learning about this issue. <u>Performance Task and Field-based Learning:</u> Critical thinking skills are developed and demonstrated through the gathering and processing of information about the importance of building harmony in a multicultural society. Inventive thinking is then developed and demonstrated through the group project that looks at multiculturalism in the community.	The learner is exposed to the different cultures (beliefs, values, customs and food) in Singapore. The learner can extend his learning through an exploration of how cross-cultural friendships are forged through shared experiences.	<u>Confident Person:</u> The learner thinks independently, works in groups and communicates effectively. <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. <u>Concerned Citizen:</u> The learner develops an awareness of the importance of harmony in a multicultural society and his role as an active citizen through exploring this issue. <u>Active Contributor:</u> The learner develops an understanding of the need to contribute actively to promoting harmony in multicultural society.

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21st Century Competencies						
Issues	Values	Social-Emotional Competencies	Information & Communication Skills	Critical & Inventive Thinking	Civic Literacy, Global Awareness & Cross-Cultural Skills	Desired Outcomes of Education
2. Responding to Migration (Secondary 1)	Respect Responsibility Harmony Care	<p>In the study of this issue, the learner develops self-awareness and social awareness through understanding the reasons why people migrate and the consequences of migration, as well as the importance of integrating migrants into the society.</p> <p>The learner also develops relationship management skills through working with others when undertaking the Performance Task.</p> <p>In addition, the learner develops self-management and responsible decision-making skills in responding to migrants in Singapore.</p>	<p>In undertaking the Performance Task and field-based learning activities, the learner collaborates with others to gather and process information on ways to help the migrants integrate into the Singapore society.</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 to learning about this issue.</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 the importance of integrating migrants into the society.</p>	<p>The learner develops an understanding of the reasons why people from different countries migrate to Singapore and how he can help in the integration process for the migrants.</p> <p>The learner can explore further on the contributions made by past and present migrants to Singapore's development.</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 awareness of the consequences of migration and how he responds to migrants in Singapore.</p> <p><u>Active Contributor:</u> The learner develops an understanding of the need to contribute actively in helping migrants to integrate into the community.</p>

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21st Century Competencies						
Issues	Values	Social-Emotional Competencies	Information & Communication Skills	Critical & Inventive Thinking	Civic Literacy, Global Awareness & Cross-Cultural Skills	Desired Outcomes of Education
3. Resolving Conflict and Building Peace (Secondary 2)	Respect Resilience Responsibility Harmony	<p>In the study of this issue, the learner develops self-awareness and social awareness through understanding the causes (recognising situations that lead to conflicts) and consequences of conflict, as well as the value of keeping peace in the country.</p> <p>The learner also develops relationship management skills through working with others when undertaking the Performance Task.</p> <p>In addition, the learner develops self-management and responsible decision-making skills in managing and resolving conflicts to promote peace in Singapore.</p>	<p>In undertaking the Performance Task and field-based learning activities, the learner collaborates with others to gather and process information on the importance of keeping peace.</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 to learning about this issue.</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 the consequences of terrorism.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of a multimedia presentation to raise the awareness of maintaining peace in the community.</p>	<p>The learner develops an understanding of the causes and consequences of conflict in the community and among countries.</p> <p>The learner understands that to promote and maintain peace, building good relations with one another is key.</p> <p>The learner could explore further through 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 Task.</p> <p><u>Concerned Citizen:</u> The learner develops an awareness of the causes that lead to conflicts and the need to work towards building peace.</p> <p><u>Active Contributor:</u> The learner develops an understanding of the need to contribute actively to promote peace in Singapore.</p>

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21st Century Competencies						
Issues	Values	Social-Emotional Competencies	Information & Communication Skills	Critical & Inventive Thinking	Civic Literacy, Global Awareness & Cross-Cultural Skills	Desired Outcomes of Education
4. Protecting Our Environment (Secondary 2)	Responsibility Integrity Care	<p>In the study of this issue, the learner develops self-awareness and social awareness through the understanding of the interdependent relationship between people and the environment.</p> <p>The learner also develops relationship management skills through working with others when undertaking the Performance Task.</p> <p>In addition, the learner develops responsible decision-making skills in their involvement in protecting the environment.</p>	<p>In undertaking the Performance Task and field-based learning activities, the learner collaborates with others to gather and process information on the importance of water conservation.</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 to learning about this issue.</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 water usage in the school.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of a water conservation campaign.</p>	<p>The learner develops an understanding of the interdependent relationships between people and the environment.</p> <p>The learner develops an awareness of the environment and responsibility in protecting Singapore's environment.</p> <p>The learner can explore further through the study of pollution around the world through case studies and examples.</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 Task.</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 develops an understanding of the need to promote care for the environment in Singapore.</p>

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21st Century Competencies						
Issues	Values	Social-Emotional Competencies	Information & Communication Skills	Critical & Inventive Thinking	Civic Literacy, Global Awareness & Cross-Cultural Skills	Desired Outcomes of Education
5. Managing Our Financial Resources (Secondary 3)	Resilience Responsibility	<p>In the study of this issue, the learner develops self-awareness and social awareness through understanding the importance of responsible management of financial resources.</p> <p>The learner also develops relationship management skills through working with others when undertaking the Performance Task.</p> <p>In addition, the learner develops self-management and responsible decision-making skills in managing his/her financial resources.</p>	<p>In undertaking the Performance Task and field-based learning activities, the learner collaborates with others to gather and process information on how the government spends its revenue.</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 tools adeptly.</p>	<p><u>Classroom Inquiry:</u> Critical thinking skills are incorporated into the inquiry-based approach to learning about this issue.</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 budgeting and its importance.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of a budget that demonstrates responsible management of financial resources.</p>	<p>The learner develops personal responsibility in managing financial resources through the study of the consequences of mismanagement of financial resources.</p> <p>He develops an understanding of his role as a citizen, in contributing to the management of the country's financial resources.</p> <p>The learner can further explore how Singapore manages her financial resources.</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 Task.</p> <p><u>Concerned Citizen:</u> The learner develops an awareness of financial prudence and management, both as an individual and as a citizen.</p> <p><u>Active Contributor:</u> The learner develops an understanding of the need to contribute actively in responsible management of financial resources.</p>

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21st Century Competencies						
Issues	Values	Social-Emotional Competencies	Information & Communication Skills	Critical & Inventive Thinking	Civic Literacy, Global Awareness & Cross-Cultural Skills	Desired Outcomes of Education
6. Caring for Society (Secondary 4)	Responsibility Care	<p>In the study of this issue, the learner develops self-awareness and social awareness through the understanding of the needs of different groups in the society.</p> <p>The learner also develops relationship management skills through working with others when undertaking the Performance Task.</p> <p>In addition, the learner develops self-management and responsible decision-making skills as active citizenry in meeting the needs of the people in the society.</p>	<p>In undertaking the Performance Task and field-based learning activities, the learner collaborates with others to gather and process information on the importance of caring for the elderly in the society.</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 to learning about this issue.</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 the current facilities that are elderly-friendly in the neighbourhood.</p> <p>Inventive thinking is then developed and demonstrated through the design and creation of an elderly-friendly facility that would be useful for the elderly in their exercise routines.</p>	<p>The learner develops an understanding of the needs of different groups of people in Singapore.</p> <p>He understands his role as a citizen to care for the needy. He will develop a greater awareness of volunteerism and social entrepreneurship.</p> <p>The learner can further explore how the youths around the world contribute towards meeting the needs of their communities via a study of Global Youth Service Day.</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 Task.</p> <p><u>Concerned Citizen:</u> The learner develops an awareness of the shared responsibility of the individual, community and government in meeting the needs of society.</p> <p><u>Active Contributor:</u> The learner develops an understanding of meeting the needs of the society through volunteerism and social entrepreneurship.</p>

Mapping of the CCE Learning Outcomes in the Social Studies Normal (Technical) Syllabus

Examples from Lower Secondary Normal (Technical) Social Studies Syllabus (2014)		
Secondary One: Living in a Multicultural Society		
Knowledge Outcomes	<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 some examples of common cultural practices in Singapore; describe the benefits and challenges of living in multicultural Singapore; and share ways of promoting cultural understanding and harmony among cultural groups in multicultural Singapore. 	
Values Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> respect multiple perspectives of people from different cultural backgrounds; appreciate and accept diverse cultures and harmony in a multicultural society; and show cultural appreciation through practical actions in living and working harmoniously. 	
	Guiding Questions	Content
<p>Inquiry focus Is harmony achievable in a multicultural society?</p> <p>CCE LO 6: Value Singapore's socio-cultural diversity, and promote social cohesion and harmony.</p>	<ul style="list-style-type: none"> What makes us who we are? What is my culture? What are some of the common experiences that members of my cultural group share? What are the benefits of cultural diversity in Singapore? What are the challenges of living in a multicultural society? How can we learn to live harmoniously together in Singapore? 	<p><i>Our culture and experiences help shape our identity.</i></p> <ul style="list-style-type: none"> Identity <ul style="list-style-type: none"> Understanding who we are and how our identity can be shaped by our culture and experiences. <p><i>Living harmoniously means respecting our differences and appreciating what we share in common.</i></p> <ul style="list-style-type: none"> Cultural practices of the major racial and religious groups in Singapore Developing appreciation of different cultural practices <ul style="list-style-type: none"> Greetings Birth rites Celebration of major festivals in Singapore Appreciating cultural diversity in Singapore <ul style="list-style-type: none"> Opportunity to make friends with people from different cultures, diverse cultural celebrations and availability of a variety of cuisines Challenges of living in a multicultural society <ul style="list-style-type: none"> Misunderstanding, prejudice and misconceptions Examples of past (Racial Riots of 1964) and present conflicts between different cultural groups <p><i>Harmony can be promoted by sharing our common spaces and experiences.</i></p> <ul style="list-style-type: none"> Sharing common spaces in our neighbourhood <ul style="list-style-type: none"> Public housing <ul style="list-style-type: none"> Ethnic Integration Policy Places of interaction <ul style="list-style-type: none"> Food centres, community centres, playgrounds and fitness corners Sharing common practices and experiences <ul style="list-style-type: none"> Schooling as a shared experience Sharing common experiences in community programmes and activities Sharing common experiences through National Service (NS)

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Secondary One: Responding to Migration		
Knowledge Outcomes	Students will be able to: <ul style="list-style-type: none"> describe what migration is; give reasons why people choose to migrate to Singapore; describe the experiences of migrants and Singaporeans; describe the contributions of migrants; and share how Singaporeans could respond to migrants. 	
Values Outcomes	Students will be able to: <ul style="list-style-type: none"> value individual and collective contributions to society; develop better understanding of Singaporeans and migrants to promote integration; and empathise and demonstrate sensitivity towards different human experiences. 	
	Guiding Questions	Content
Inquiry focus Are migrants welcomed? CCE: LO 6: Value Singapore's socio-cultural diversity, and promote social cohesion and harmony. LO 7: Care for others and contribute actively to the progress of our community and nation.	<ul style="list-style-type: none"> What is migration? Why do people migrate? What are the experiences of migrants? What are the experiences of Singaporeans? What are the contributions of migrants to Singapore? How can migrants and Singaporeans ensure successful integration? 	<p><i>People migrate for different reasons.</i></p> <ul style="list-style-type: none"> What is migration? Push and pull factors <ul style="list-style-type: none"> Reasons for migrants choosing to move to Singapore <ul style="list-style-type: none"> Peace and security Employment opportunities Quality of education <p><i>Migration can create positive and negative experiences.</i></p> <ul style="list-style-type: none"> Experiences of migrants living in Singapore <ul style="list-style-type: none"> Positive and negative experiences Experience of Singaporeans with migrants <ul style="list-style-type: none"> Positive and negative experiences Contributions of migrants to Singapore <p><i>Both Migrants and Singaporeans have a part to play to ensure successful integration.</i></p> <ul style="list-style-type: none"> Role of migrants Role of Singaporeans

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Secondary Two: Resolving Conflict and Building Peace		
Knowledge Outcomes	Students will be able to: <ul style="list-style-type: none"> describe some causes and consequences of conflict; give some examples of how conflicts can be resolved; describe the impact of terrorism on Singapore; and share Singapore's response to terrorism. 	
Values Outcomes	Students will be able to: <ul style="list-style-type: none"> respect the perspectives of others; believe in individual and collective responsibility in resolving conflicts and maintaining peace in the community; and demonstrate sensitivity and resilience in resolving conflicts. 	
	Guiding Questions	Content
Inquiry focus Is peace achievable? CCE: LO 7: Care for others and contribute actively to the progress of our community and nation. LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.	<ul style="list-style-type: none"> What is conflict? What are the causes and consequences of conflict? What is the impact of terrorism? What is Singapore's response to terrorism? How can we contribute to building peace in Singapore? How does Singapore build peace with other countries? 	<p>Conflicts can disrupt peace.</p> <ul style="list-style-type: none"> Students' personal accounts of reasons for arguments they have had at home or in school Examples of conflict that can disrupt peace Causes and consequences of conflict in communities <ul style="list-style-type: none"> Maria Hertogh riots Causes and consequences of conflict among countries <ul style="list-style-type: none"> Spratly islands dispute Consequences of terrorism <ul style="list-style-type: none"> September 11 terror attack <p>Everyone Can Help To Keep Peace In Singapore.</p> <ul style="list-style-type: none"> Singapore's response to terrorism <ul style="list-style-type: none"> Being prepared for threats (Total Defence) Building peace with other countries <ul style="list-style-type: none"> Building peace through diplomacy and deterrence

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Secondary Two: Protecting our Environment		
Knowledge Outcomes	Students will be able to: <ul style="list-style-type: none"> describe the importance of the environment to people; give examples of the impact of human activities on the environment; describe the importance of waste management, nature and water conservation; and describe ways of protecting the environment. 	
Values Outcomes	Students will be able to: <ul style="list-style-type: none"> appreciate the beauty and benefits that the natural environment brings to their lives; believe in individual and collective responsibility in showing care for the environment; and demonstrate commitment to carry out their responsibilities toward the environment. 	
	Guiding questions	Content
Inquiry focus Is the environment worth protecting? CCE: LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.	<ul style="list-style-type: none"> How are humans dependent on the environment? What impact do human activities have on the environment? Why is it important to manage the waste we generate? How do we protect the environment? Why is it important to conserve water? 	<p><i>People and The Environment Are Interdependent.</i></p> <ul style="list-style-type: none"> Importance of the environment to mankind Beauty of the environment Resources from the environment Impact of human activities on the environment <ul style="list-style-type: none"> Resource depletion Pollution due to improper waste disposal <p><i>Everyone Plays An Important Role in Protecting the Environment.</i></p> <ul style="list-style-type: none"> Importance of waste management <ul style="list-style-type: none"> Land pollution Reduce, reuse and recycle Importance of water conservation <ul style="list-style-type: none"> Water pollution Conserve, value and enjoy water

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Examples from Upper Secondary Normal (Technical) Social Studies Syllabus (2014)		
Secondary Three: Managing Our Financial Resources		
Knowledge Outcomes	Students will be able to: <ul style="list-style-type: none"> differentiate needs from wants; give examples of how financial resources can be managed and allocated wisely; describe the consequences of mismanagement of financial resources; and explain how they can contribute to the management of financial resources in Singapore. 	
Values Outcomes	Students will be able to: <ul style="list-style-type: none"> consider the needs of others and rationality in the way one spends money; and exercise thrift and prudence in the management of financial resources. 	
	Guiding Questions	Content
Inquiry focus What does it mean to manage our financial resources well? CCE: LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.	<ul style="list-style-type: none"> What are my needs and wants? How can I better manage my financial resources? What happens if I mismanage my financial resources? How does the government manage the national budget? Why is the national budget important to me? 	<p><i>Using Our Financial Resources Wisely Means Balancing What We Spend And Save.</i></p> <ul style="list-style-type: none"> Needs and wants Budgeting as a decision-making tool <ul style="list-style-type: none"> Creating a personal budget Savings <ul style="list-style-type: none"> Personal savings Central Provident Fund (CPF) Expenditure <ul style="list-style-type: none"> Personal expenses <p><i>Using Our Financial Resources Wisely Helps Us To Be Self-Reliant.</i></p> <ul style="list-style-type: none"> Unhealthy spending habits <ul style="list-style-type: none"> Stories of people who overspend Stories of people who gamble <p><i>Careful Use Of Our Country's Financial Resources Helps Singapore To Progress.</i></p> <ul style="list-style-type: none"> Government expenditure Developing Singapore through the national budget <ul style="list-style-type: none"> Dr Goh Keng Swee Mr S.R Nathan <p><i>The National Budget</i></p> <ul style="list-style-type: none"> Importance of the national budget to me The role of citizens in contributing to the management of financial resources in the country

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Secondary Four: Caring for Society		
Knowledge Outcomes	Students will be able to: <ul style="list-style-type: none"> describe what care means; describe some needs of society in Singapore; explain how the individual, the community and government play a role in taking care of society; and explain how youths can be active citizens in society. 	
Values Outcomes	Students will be able to: <ul style="list-style-type: none"> believe in individual and collective responsibility in caring for the society; show care and empathy for people with different needs. 	
	Guiding questions	Content
Inquiry focus How can we make Singapore a better place for those in need? CCE: LO 7: Care for others and contribute actively to the progress of our community and nation. LO 8: Reflect on and respond to community, national and global issues, as an informed and responsible citizen.	<ul style="list-style-type: none"> What does it mean to care? How can we care for others effectively? What are some of the needs of society? What are some of the approaches to care for society? How can youths show care for society? 	<i>Everyone Has The Responsibility To Care</i> Aims of care <ul style="list-style-type: none"> Concept of care Core characteristics of care (Attentiveness, Responsiveness, Respect) <i>Different Groups Of People Have Different Needs</i> <ul style="list-style-type: none"> Understanding Universal Needs Understanding the Needs of Our Society Case Study 1: Needs of the Elderly in Singapore Case Study 2: Needs of the Lower Income Group in Singapore <i>Everyone Can Make A Difference By Caring For The Society</i> <ul style="list-style-type: none"> The network of care formed by the public ,people and private sectors <ul style="list-style-type: none"> Case Study: Meeting the Needs of the Elderly in Singapore Case Study: Meeting the Needs of the Lower-Income Group in Singapore Active Citizenry <ul style="list-style-type: none"> Youth volunteerism Youth social entrepreneurs

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