

2219: FUTURES IMAGINED

INTERACTIVE TRAIL DOWNLOADABLE GUIDE

For Schools			
Curriculum links			
Subjects	Education level		Trail stop(s)
	Primary	Secondary	
Social Studies	<ul style="list-style-type: none"> • Understand different perspectives, and negotiate and manage complex situations • Apply reflective thought in making quality decisions • Analyse, evaluate information, consider different viewpoints and exercise discernment in reaching well deliberated conclusions and responsible decisions • Discover the importance of engaging issues of societal concern because he/she understands the potential impact his/her response has on society • Appreciate the interconnectedness of the world and the legacy of human achievements of societies, past and present • Develop personal responsibility in the management of resources • Consider the ethical effects of one's actions and the impact others so as to make informed decisions and carry out appropriate actions • Show curiosity to learn more about the world they live in • Show care for the community and the environment 	<ul style="list-style-type: none"> • Empathise and care for others and the environment in which they live • Appreciate the importance of resilience in the face of challenges 	2, 3, 4, 5
Geography	<ul style="list-style-type: none"> • Demonstrate knowledge of: <ul style="list-style-type: none"> - Geographical concept terms and facts - Components of physical and human environments - Spatial patterns of physical and human phenomena - Physical-human relationships at local, regional and global scales • Demonstrate: <ul style="list-style-type: none"> - A sense of appreciation and responsibility for the quality of the environment at local, regional and global scales - Sensitivity towards people in different human environments - An awareness of Singapore's strategic vulnerabilities and constraints, and the strategies used to overcome them - Instinct for survival and confidence for the future of Singapore • Discuss how weather and climate affect people positively and negatively 	<ul style="list-style-type: none"> • Explain human's role in managing the changing environment • Describe the impact of human activities on the environment at local, regional and global scales • Justify the need for protection and conservation of the environment at different levels • Identify and classify physical and human features of the environment 	2, 3, 4, 5

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Science	<ul style="list-style-type: none"> • Provide students with experiences which build on their interest in and stimulate • Provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry • Prepare students towards using scientific knowledge and methods in making personal decisions • Help students appreciate how science influences people and the environment • Engaging with an event, phenomenon or problem through: <ul style="list-style-type: none"> - Formulating hypothesis - Generating possibilities - Predicting • Show curiosity in exploring the surrounding living and non-living things by asking questions • Show concern by being responsible towards plants and animals such as their own pets 	<ul style="list-style-type: none"> • Provide students with experiences which build on their interest in and stimulate their curiosity about their environment • Provide students with basic scientific terms and concepts to help them understand themselves and the world around them • Prepare students towards using scientific knowledge and methods in making personal decisions • Help students appreciate how science influences people and the environment • Engaging with an event, phenomenon or problem through <ul style="list-style-type: none"> - Posing Questions - Formulating hypothesis - Defining the problem - Generating possibilities - Predicting • Show a healthy curiosity about the natural and physical world • Relate applications of science to some social and ethical issues • Recognize the need to be responsible towards society and the environment in using technology and scientific knowledge • Show attitudes such as creativity, objectivity, integrity, open-mindedness and perseverance in carrying out activities 	2, 3, 4, 5
Art	<ul style="list-style-type: none"> • Identify simple visual qualities in what they see around them • Identify and differentiate visual qualities • Gather information from visuals and what they see • Make informed links between the use of visual qualities and intentions of artists • Generate ideas for their artmaking from observing visuals and the world around them • Discuss the intentions of their own artworks and interpret those of others • Develop an interest in looking at and creating art 	<ul style="list-style-type: none"> • Record from observation and experience • Identify content and theme in artworks • Convey experiences and ideas with images • Recognize that art reflects, records and plays a role in culture 	2, 3, 4

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Language	<ul style="list-style-type: none"> • Construct meaning from visual text (for e.g. pictures, diagrams, charts, icons, etc.) • Develop the ability to draw conclusions or make inferences based on prior knowledge, visual and contextual clues • Make connections between a text and personal experiences/life • Identify different points of views in stories/poems 	<ul style="list-style-type: none"> • Use appropriate skills and strategies to process meaning from texts • Interpret and integrate information from a variety of sources (for eg. pictures, diagrams, charts, icons, etc.) • Ask a variety of questions at different levels (eg. clarifying, open-ended) about the texts read or viewed • Solve problems imaginatively and creatively by posing critical question, identifying causes, generating possible solutions and choosing the best option • Make connections between a text and other points of view/ideas 	2, 3, 4, 5
Math	<ul style="list-style-type: none"> • Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving • Develop an inquiring mind through investigative activities 		2, 3, 4
History	<ul style="list-style-type: none"> • To develop an interest in the past and the forces that shaped human activities, institutions and ideas over time • To show an ability to look at events and issues from the perspectives of people in the past 		2, 3, 4, 5
Design & Technology	<ul style="list-style-type: none"> • Develop an awareness of design in the made-world • Develop an appreciation of function, aesthetics and technology in design • Demonstrate awareness of environmental considerations related to materials usage, production methods and after-use disposal 		2, 3, 4