

YISHUN SECONDARY SCHOOL

Subject & Code: Humanities: Social Studies (2260/01)

Level & Stream: Sec 3 (Express)

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>In line with the requirements of the Social Studies Syllabus 2023, the teaching of Social Studies at YSS focuses on helping students to better understand the interconnectedness of Singapore and the world they live in. The lessons aim to help students develop critical and reflective thinking skills and appreciate multiple perspectives.</p>		<p>Project: Social Studies Issue Investigation (II).</p>
Term 1	Learning Experiences	Learning Outcomes & Assessment (SBQ and SRQ)
Week 1-5	<p>Chapter 1: What does citizenship mean to me?</p> <ul style="list-style-type: none"> <li>Examine the attributes that shape citizenship</li> </ul> <p>SBQ: Inference and Purpose</p> <ul style="list-style-type: none"> <li>Evaluate information from different sources and determine the motive.</li> </ul> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>Understand citizenship can be shaped by legal status, sense of identity, shared values and civic participation</li> <li>Understand how the attributes of citizenship will affect an individual's sense of belonging to the country.</li> </ul> <p><b>Skill focus:</b></p> <ul style="list-style-type: none"> <li>SBQ                             <ul style="list-style-type: none"> <li>Inference</li> <li>Purpose</li> </ul> </li> <li>SRQ 7</li> </ul>
Week 6-9	<p>Chapter 2: What are the functions and roles of government working for the good of society?</p> <ul style="list-style-type: none"> <li>Examine the functions of government.</li> <li>Examine the roles of government.</li> </ul>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>Understand how the government functions</li> <li>Understand how the government maintain law and order, protects the</li> </ul>

	<p>SBQ: Comparison</p> <ul style="list-style-type: none"> <li>• Compare and evaluate information from different sources.</li> </ul> <p>SRQ Q6: Demonstrate reflective thinking and propose feasible reasons.</p> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>• Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p>country and protects national interests.</p> <p><b>Skill focus:</b></p> <ul style="list-style-type: none"> <li>• SBQ <ul style="list-style-type: none"> <li>◦ Comparison</li> </ul> </li> <li>• SRQ Q6 <ul style="list-style-type: none"> <li>◦ Reasons</li> </ul> </li> <li>• SRQ Q7</li> </ul> <p>WA1: T1 WK 6</p>
<p>Week 10</p>	<p>Chapter 3: How can we work for the good of society?</p> <ul style="list-style-type: none"> <li>• Examine the role of government and citizens in working for the good of society.</li> </ul> <p>SRQ Q6: Demonstrate reflective thinking and propose feasible suggestions.</p> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>• Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand how the government and citizens play complementary roles and work together constructively for the good of society.</li> <li>• Explain how the citizens can work for the good of society.</li> </ul> <p><b>Skill focus:</b></p> <ul style="list-style-type: none"> <li>• SRQ Q6 <ul style="list-style-type: none"> <li>◦ Suggestions</li> </ul> </li> <li>• SRQ Q7</li> </ul>
<p><b>Term 2</b></p>	<p><b>Learning Experiences</b></p>	<p><b>Learning Outcomes &amp; Assessment (SBQ and SRQ)</b></p>
<p>Week 1-3</p>	<p>Chapter 3: How can we work for the good of society? <b>(cont.)</b></p> <ul style="list-style-type: none"> <li>• Examine the role of government and citizens in working for the good of society.</li> </ul> <p>SRQ Q6: Demonstrate reflective thinking and propose feasible suggestions.</p> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>• Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand how the government and citizens play complementary roles and work together constructively for the good of society.</li> <li>• Explain how the citizens can work for the good of society.</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>• SRQ Q6</li> </ul>

		<ul style="list-style-type: none"> <li>○ Suggestions</li> <li>● SRQ Q7</li> </ul>
Week 4-6	<p>Chapter 4: Citizens and Government working together for the good of society Addressing the needs of society Examine the reasons that influence the decision-making in public affairs Analyse the reasons that strengthens citizens' sense of belonging</p> <p>SBQ: Reliability Check the credibility of the different sources.</p> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>● Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b><u>Learning outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● Understand how citizens and government work together for the good of society</li> </ul> <p><b><u>Skills focus</u></b></p> <ul style="list-style-type: none"> <li>● SBQ <ul style="list-style-type: none"> <li>○ Reliability</li> </ul> </li> <li>● SRQ Q7</li> </ul>
Week 7-8	<p>Chapter 5: What are the factors that shape the identities of people and contribute to a diverse society Examine the factors that shape identity Analyse the factors that contribute to a diverse society.</p> <p>SBQ: Reliability Check the credibility of the different sources. Evaluate information from different sources and determine the motive</p> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>● Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b><u>Learning outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● Understand the reasons for diversity in Singapore</li> </ul> <p><b><u>Skills Focus</u></b></p> <ul style="list-style-type: none"> <li>● SBQ: <ul style="list-style-type: none"> <li>○ Reliability</li> </ul> </li> <li>● SRQ 6 (Suggestion)</li> <li>● SRQ Q7</li> </ul>
Week 9-10	<p>SBQ: Evaluation Evaluate information from different sources and determine the motive</p>	<p><b><u>Skills Focus</u></b></p> <ul style="list-style-type: none"> <li>● SBQ: <ul style="list-style-type: none"> <li>○ Evaluation</li> </ul> </li> </ul>

Term 3	Learning Experiences	Learning Outcomes & Assessment (SBQ and SRQ)
Week 1-5	<p>Chapter 6: What are the experiences and effects of living in a diverse society?</p> <ul style="list-style-type: none"> <li>Examine the exchange of knowledge and skills, cultural exchange, prejudice and misconceptions and competitions for resources in a diverse society.</li> <li>Analyse how individuals can respond to the challenges in a diverse society.</li> </ul> <p>Revision of SBQ skills:</p> <ul style="list-style-type: none"> <li>Evaluation</li> </ul> <p>Structured-Response Question (SRQ 6)</p> <ul style="list-style-type: none"> <li>Demonstrate reflective thinking and propose feasible suggestions</li> </ul> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b><u>Learning outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Understand how the identities in a diverse society can be shaped through various ways</li> <li>Understand how actions, opinions, and feelings expressed irresponsibly could weaken cohesion in the society.</li> </ul> <p><b><u>Skills Focus</u></b></p> <ul style="list-style-type: none"> <li>SBQ: <ul style="list-style-type: none"> <li>Evaluation</li> </ul> </li> <li>SRQ Q6 (suggestions)</li> <li>SRQ Q7</li> </ul>
Week 6-10	<p>Chapter 7: How can we respond to a diversity in Singapore?</p> <ul style="list-style-type: none"> <li>Analyse how citizens and government respond to socio-cultural diversity</li> <li>Analyse how citizens and government respond to socio-economic diversity</li> </ul> <p>Revision of SBQ skills: Reliability and evaluation</p> <p>Structured-Response Question (SRQ 6)</p> <ul style="list-style-type: none"> <li>Demonstrate reflective thinking and propose feasible suggestions.</li> </ul> <p>Structured-Response Question (SRQ 7)</p> <ul style="list-style-type: none"> <li>Gather and evaluate information to make a well-reasoned argument.</li> </ul>	<p><b><u>Learning outcomes:</u></b></p> <ul style="list-style-type: none"> <li>Students will appreciate diversity and the importance of harmony.</li> <li>Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society.</li> </ul> <p><b><u>Skills Focus</u></b></p> <ul style="list-style-type: none"> <li>SBQ: <ul style="list-style-type: none"> <li>Reliability</li> <li>Evaluation</li> </ul> </li> <li>SRQ Q6 (suggestions)</li> </ul>

		<ul style="list-style-type: none"> <li>• SRQ Q7</li> </ul>
<b>Term 4</b>	<b>Learning Experiences</b>	<b>Learning Outcomes &amp; Assessment (SBQ and SRQ)</b>
Week 1-2	Revision for EOY	<ul style="list-style-type: none"> <li>• SBQ: <ul style="list-style-type: none"> <li>○ Inference</li> <li>○ Purpose</li> <li>○ Comparison</li> <li>○ Reliability</li> <li>○ Evaluation</li> </ul> </li> <li>• SRQ Q6 &amp; 7</li> </ul>