

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>The aim of the Social Studies curriculum is to develop the civic competencies of students. These civic competencies, as encompassed in the body of knowledge, skills and values found in the Philosophy of Social Studies, will empower students to be informed, concerned and participative citizens.</p>		<p>The inquiry of issues involving multicultural society enables students to appreciate cultural diversity and understand the importance of harmony. The study of this issue will also heighten students' awareness of the need to promote and maintain harmony and develop personal responsibility towards achieving harmony in a multicultural society.</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
Week 1-2	<p><b>Issue 1: Living in a Multicultural Society</b></p> <p><b>Chapter 1: How is My Identity Shaped by My Culture?</b></p> <p>1.1 What Shapes My Identity?</p> <p>1.2 What is Culture?</p>	<p>Course book: Pages 2 to 23</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Our culture and experiences help shape our identity.</li> </ul>
Week 3-4	<p><b>Chapter 2: What Are the Experiences and Effects of Living in a Multicultural Society?</b></p>	<p>Course book: Pages 24 to 49</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Living harmoniously means understanding and respecting our differences, as well as appreciating what we share in common.</li> </ul>

<p>Week 5-6</p>	<p><b>Chapter 3: How Can We Learn to Live Harmoniously Together in Singapore?</b></p> <p>How does common space encourage interaction among people of different cultural groups?</p>	<p>Course book: Pages 50 to 79</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Harmony can be forged by sharing common space.</li> </ul>
<p>Week 7-8</p>	<p><b>Performance Task 1</b> Step 1 – Understanding the Question</p> <p><b>Investigation Question:</b> “How can we encourage interaction among students from different cultural groups in school?”</p> <p><b>Performance Task 1</b> Step 2 – Gathering Data</p>	<p>Course book: Pages 80 to 99</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Living harmoniously means understanding and respecting our differences, as well as appreciating what we share in common.</li> </ul>
<p>Week 9</p>	<p><b>Performance Task 1</b> Step 3 – Exercising Reasoning</p>	<p>Course book: Pages 80 to 99</p>
<p>Week 10</p>	<p><b>Performance Task 1</b> Step 4 – Reflection</p> <p>Grade Entry</p>	<p>Course book: Pages 80 to 99</p>

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<p>The aim of the Social Studies curriculum is to develop the civic competencies of students. These civic competencies, as encompassed in the body of knowledge, skills and values found in the Philosophy of Social Studies, will empower students to be informed, concerned and participative citizens.</p>		<p>The inquiry of issues allows students to understand the opportunities and challenges that arise between immigrants and citizens, and how they can respond to migration, as people move to another country to live, study or work.</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
<b>Term 2</b>		
Week 1-2	<p><b>Issue 2: Embracing Migration</b></p> <p><b>Chapter 1: Why Do People Migrate?</b></p> <p>1.1 What is Migration?</p> <p>1.2 Why Do People Migrate?</p> <p><b>Performance Task 2</b> Step 1 – Understanding the Question</p> <p><b>Investigation Question:</b> “How can we encourage immigrants to integrate into Singapore society?”</p>	<p>Course book: Pages 2 to 19</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> People migrate for different reasons.</li> </ul>
Week 3-4	<p><b>Chapter 2: What are the Experiences of Citizens and Immigrants?</b></p> <p>2.1 What are the experiences of citizens and immigrants living together?</p>	<p>Course book: Pages 20 to 37</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Migration can create opportunities and challenges.</li> </ul>
Week 5-6	<p><b>Chapter 3 – What are the Contributions of Immigrants to Singapore?</b></p>	<p>Course book: Pages 38 to 55</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Migration can create opportunities and challenges.</li> </ul>

<p>Week 7-8</p>	<p><b>Chapter 4 – How Can Singaporeans and Immigrants Work Towards Successful Integration?</b></p> <p>4.1 What are some integration efforts?</p>	<p>Course book: Pages 56 to 75</p> <p>Key Understanding</p> <ul style="list-style-type: none"> <li>□ Both Singaporeans and immigrants have a role to play in ensuring successful integration into Singapore society.</li> </ul>
<p>Week 8</p>	<p><b>Performance Task 2</b> Step 1 – Understanding the Question</p> <p><b>Investigation Question:</b> “How can we encourage immigrants to integrate into Singapore society?”</p> <p><b>Performance Task 2</b> Step 2 – Gathering Data</p>	<p>Course book: Pages 80 to 99</p>
<p>Week 9-10</p>	<p><b>Performance Task 2</b> Step 3 – Exercising Reasoning</p> <p><b>Performance Task 2</b> Step 4 – Reflection</p> <p>Grade Entry</p>	<p>Course book: Pages 80 to 99</p>

Subject & Code: SEC G1 HUMANITIES

Level & Stream: SEC 1 G1 HEMS (Geography, History and Literature)

<b>The Curriculum and Approaches to Learning</b>		<b>Key Programmes / Competitions</b>
<p>The Humanities Exposure Modules aim to nurture well-rounded students by developing in them knowledge, skills, values and dispositions to broaden students' knowledge and understanding of society, environment and the world through exposure to different Humanities; and better develop global and civic competencies of students regardless of their postsecondary educational choices.</p>		<p>The HEMs will teach students to demonstrate knowledge and understanding of the inter-connections between people, environment, and ideas across time. Students will learn to ask questions evaluate and respond to different media and consider the significance of context and perspectives when exploring issues and ideas. Students will develop curiosity about the world, empathy for people and respect, care and concern for the community and environment; and a sense of responsibility and desire to contribute as concerned citizens.</p>
<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
<b>Term 3</b>		
Week 1 <b>Geography</b>	<p><b>What is Geography?</b></p> <p><b>What is the natural environment?</b></p>	<p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human's relationship with the natural and built environment.</li> </ul>
Week 2	<p><b>What are the different types of resources?</b></p>	<p>Key Understanding</p> <p>Differences between natural and man-made resources and how resources can be made into useful products.</p>
Week 3	<p><b>Why are forests important?</b></p>	<p>Key Understanding</p> <p>Forests maintain healthy ecosystems and benefit all living things.</p>

Week 4	<b>How can use of forest resources affect the natural environment?</b>	Key Understanding Deforestation causes an enhanced greenhouse effect which can impact the natural environment.
Week 5 <b>History</b>	<b>What is History?</b>	Key Understanding History as a study of the past through, inquiry sources and constructing accounts.
Week 5-6	<b>What was life like in 19<sup>th</sup> and 20<sup>th</sup> century Singapore?</b>	Key Understanding Experiences and life of different communities in 19 <sup>th</sup> and 20 <sup>th</sup> century Singapore.
Week 7-8	<b>How did people face the challenges of living in colonial Singapore?</b>	Key Understanding Challenges faced by migrants and how the local communities responded to the challenges of living in colonial Singapore.
Week 9-10 <b>Literature</b>	<b>What is Literature?</b>  <b>Why might different people experience the same event in different ways?</b>	Key Understanding Recognise how we make meaning of text and identify key elements of literary texts.  Key Understanding <ul style="list-style-type: none"> <li>□ Recognise that there can be different perspectives of the same event as readers respond to texts differently depending on their circumstances.</li> </ul>

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<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
<b>Term 4</b>		
Week 1 <b>Literature</b>	<b>How do stories and poems help me empathise with others?</b>	<p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise some key features of poetry and recognise that readers respond to texts differently.</li> </ul>
Week 2	<p><b>Linking of HEMS to topics covered in Social Studies on:</b></p> <p><b>Issue 1: Living in a Multicultural Society</b> <b>Issue 2: Embracing Migration</b></p>	<p>Key Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiculturalism and integration are vital in ensuring success and harmony for Singapore.</li> </ul>
Week 3 -7	<p><b>End-of-Year Examination</b> <b>Script Checking</b> <b>Level Activities</b></p>	<p>No written exams for N(T) SS and HEMS</p> <p>Confirm SS Grade Entry for EOY</p>