

YISHUN SECONDARY SCHOOL

Subject & Code: Science (Biology) 5088

Level & Stream: Sec 5 Normal Academic

<b>The Curriculum and Approaches to Learning</b>		<b>Key Programmes / Competitions</b>
<p>To cultivate the joy of learning Science by developing students' knowledge, skills and attitudes in scientific-thinking through a well-designed curriculum that focuses on scientific inquiry and authentic learning. To prepare students for a life-long passion in learning Science and enable them to innovate and contribute to a technologically-driven society.</p>		<p>Selected school competitions and enrichment programmes.</p> <p>All class structured group work develops communication competency.</p> <p>All data based and planning questions develop adaptive thinking competency.</p>
<b>Term / Week</b>	<b>Learning Experiences (Chapter, Activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
1/ 1-2	Chapter 9: Nutrition and Transport in Flowering Plants <b>(Revision)</b>	WA1: Chapter 7, 9 and 10
1/ 3-6	Chapter 10: Organisms and their Environment	
1/ 7-10	Chapter 11: Molecular Genetics	
2/ 1-4	Chapter 13: Inheritance	WA2:
2/ 5-9	Chapter 12: Reproduction in Humans	Chapter 6, 8, 11 and 13
3/ 1-10	O level TYS 2021 to 2024 Papers	Timed-Practice: 2024 4E Prelim paper
4/1-10	Prelim Script Checking / Revision for O-levels	

## **Fostering Adaptive Thinking**

**Through Chapter 9: Nutrition and Transport in Plants & Chapter 10: Organisms and Their Environment [SLF: Interdisciplinary outdoor inquiry-based learning]**

### **(1) Purpose**

The purpose of this interdisciplinary learning journey is to deepen students' understanding of the interconnection between organisms and their environment, incorporating aspects of nutrition and transport in plants. By visiting Rifle Range Nature Park, students examine real-life examples of ecosystems and conservation efforts. This hands-on approach encourages students to explore the roles of science and geography in environmental stewardship, fostering an appreciation for the balance between human activities and nature and supporting them in developing informed perspectives on sustainability and biodiversity.

### **(2) Process**

This interdisciplinary, inquiry-based learning journey, designed collaboratively by Biology and Geography teachers, takes students to Singapore's Rifle Range Nature Park. With a focus on sustainability, conservation, and the human-nature relationship, students investigate the impact of urbanization on forests. Working in groups, students select inquiry questions and gather evidence to support their positions, engaging critical thinking, collaboration, and civic literacy skills. After the learning journey, students create infographics to present their findings. Teachers then provide structured feedback based on a rubric assessing each group's stance on their inquiry question, the relevance of their supporting evidence, and the aesthetic appeal of their infographic. Through this iterative process, students refine their ideas, gain insights into effective communication, and develop a nuanced understanding of environmental issues.

### **(3) Impact on Students' Learning**

This learning journey fosters critical 21st-century skills in students, such as critical thinking, collaboration, and information literacy, while cultivating civic awareness. By actively exploring an environment within their own community, students develop a greater appreciation for conservation efforts and Singapore's park restoration initiatives. The activity's interdisciplinary nature promotes adaptive thinking, as students draw connections between biology and geography, enhancing their understanding of how both fields contribute to sustainable ecosystem management. Ultimately, students learn to view natural spaces not just as passive environments but as dynamic systems integral to societal and environmental health.