YISHUN SECONDARY SCHOOL
Subject & Code: 2125
Level & Stream: Sec 3 (G2)

Term / Week	**Learning Experiences (Chapter & Activity)**	**Learning Outcomes & Assessment**
Term 1 Wk 1	• Back-to-school programme • Setting expectations	

Term 1
Wk 2
	<u>Key Question</u>
	• What is the relationship between people and nature in their neighbourhoods?
	
	<u>Content Activity</u>
	• Conducting of questionnaire survey
	  ○ Analysing peoples' experiences with their neighbourhood
	• Mental map
	  ○ Identifying places of nature areas in the neighbourhood
	• Online research on positive/negative interactions of nature and people in neighbourhoods in Singapore
	• Classroom sharing on findings from own observations of human-nature interactions to prove hypothesis
		<u>Learning Outcome(s)</u>
		• Relationship between people and nature
		• Benefits enjoyed by people and nature
		• Disadvantages to people and nature
		
		<u>Skill Focus</u>
		• Conducting of questionnaire survey
		• Online research using PLDs
		• Crafting of hypothesis
		  ○ To find out on possible positive/negative human-nature interactions
		• Presentation skills
		  ○ To present findings from own observations of human-nature interactions to prove hypothesis

Term 1
Wks 3 – 4
	<u>Key Question</u>
	• How do people acquire a sense of place in their neighbourhoods?
	
	<u>Content Activity</u>
	• Mental map
	  ○ Identifying places of fond memories in school
	  ○ Focusing on elements that make up that sense of place of fond memories in school
	  ○ Creating a video that highlights a memorable place in school
		<u>Learning Outcome(s)</u>
		• A deeper understanding of what is meant by a sense of place
		• Acquring a sense of place in school
		
		<u>Skill Focus</u>
		• Presentation skills
		  ○ To present video and explain why that is considered a sense of place

Term / Week	**Learning Experiences (Chapter & Activity)**	**Learning Outcomes & Assessment**
Term 1 Wks 5 – 6	Key Question • What is the relationship between locations in a neighbourhood? Content Activity • Sensory walk to investigate and represent spatial patterns at Chong Pang	Learning Outcome(s) Students will understand: • Regions • Spatial patterns • Spatial associations Skill Focus • Data representation of data collected to show patterns and associations
Term 1 Wks 7 – 8	Key Question • How are neighbourhoods organised in Singapore? Content Activity • Analysing street directories or Geospatial Technologies (MOE EduGIS) to compare the layout of these estates	Learning Outcome(s) Students will understand: • Spatial scales in Singapore • Spatial hierarchies in Singapore • Town planning in Singapore Skill Focus • Analysing street directories or Geospatial Technologies (MOE EduGIS) • Comparison of different reasons for the various layouts of neighbourhood in Singapore (e.g. Bukit Merah vs Sengkang)
Term 1 Wks 9	Key Question • What are sustainable urban neighbourhood? Content Activity • Identifying and analysing efforts made in neighbourhood to encourage sustainable living • Research on articles that highlights efforts made to make Singapore a more sustainable place to live	Learning Outcome(s) Students will understand: • Sustainable development • Economic and social sustainability in urban neighbourhoods • Environmental sustainability in urban neighbourhood Skill Focus • Annotating on photograph to show key aspects of sustainable living in neighbourhood • Comparison of different features seen in mature and non-mature estates • Presentation of information collected from research on articles that highlights efforts made to make Singapore a more sustainable place to live

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 1 Wk 10	• Revision for WA1/Buffer Week • WA1	

Term 2 Wk 1	• Buffer Week • Going through of WA1 • Holiday Assignment	• Error analysis of WA1 • Error analysis of holiday assignment
Term 2 Wks 2 - 3	<u>Key Question</u> • What ecosystem services are found in urban neighbourhoods? <u>Content Activity</u> • Studying the Singapore Water Story to identify the interactions between aquatic ecosystems and the non – living environment to provide water to homes in Singapore • Online research on Orchard flooding and mitigation efforts	<u>Learning Outcome(s)</u> Students will learn and understand: • Urban neighbourhoods as ecosystems • Provisioning and regulating services • Cultural and supporting services <u>Skill Focus</u> • Internet research on Orchard flooding
Term 2 Wk 4	WA2 Revision WA2	
Term 2 Wk 5	Error Analysis of Weighted Assessment 2	
Term 2 Wks 6 – 7	<u>Key Question</u> • What are common hazards in urban neighbourhoods? <u>Content Activity</u> • Identifying fire, air pollution and traffic hazards in the school's compound	<u>Learning Outcome(s)</u> Students will learn and understand: • Fire hazards in neighbourhood • Air pollution hazards • Traffic hazards <u>Skill Focus</u> • Annotate on photograph depicting fire, air pollution and traffic hazards in their neighbourhood • Suggest reasons to educate residents and possible ways to reduce these hazards
Term 2 Wks 8 – 9	<u>Key Question</u> • How to build sustainable urban neighbourhoods? <u>Content Activity</u>	<u>Learning Outcome(s)</u> Students will learn and understand: • Environmental stewardship • Disaster risk management • Community resilience

	• Identifying an area in school where students can nurture Eco Stewardship • In groups, students will write a proposal to School Principal highlighting the different elements of Eco Stewardship and why proposed area will be able to help to so	<u>Skill Focus</u> • Analysing and justifying reasons for an area where students can nurture Eco Stewardship • Proposal writing
Term 2 Wk 10	Revision of Topics 1 and 2	

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Term 3 Wks 1 – 2	Key Question • How to design fieldwork? Content Activity Using the school's context, identify a research area that can help the school improve in terms of sustainable development	Learning Outcome(s) Students will understand: • What are research questions and hypotheses • Data collection sequence through primary and/or secondary sources • Limitations and risks during data collection Skill Focus • Crafting of hypothesis Data collection
Term 3 Wk 3	Key Question • How to collect primary data?	Learning Outcome(s) Students will understand: • What are the different sampling methods • Closed-ended questionnaire surveys • Mental maps Skill Focus • Data Response Questions o Describe and explain data • Annotate diagrams
Term 3 Wks 4 – 5	Key Question • How to process and analyse data?	Learning Outcome(s) Students will understand: • Closed-ended questionnaire surveys – how to interpret responses using measures of frequency including counts and percentages • How to interpret responses using measures of central tendency including mean, mode and median • Mental maps o How maps represent reality o How features and labels are drawn or added • Patterns and relationships Visualizing positive and negative correlations using scatter plots and best-fit lines
Term 3 Wks 6 – 7	Key Question • How to present findings?	Learning Outcome(s) Students will learn and understand:

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		• How maps can represent spatial information • using graphs such as pie charts and bar graphs to show distributions • photographs and texts e.g. use of satellite and aerial images to display spatial information use of colour-coded quotations and word clouds to represent qualitative analyses
Term 3 Wk 8 – 9	<u>Key Question</u> • What is plate tectonic theory?	<u>Learning outcomes</u> Students will learn and understand: • Earth's internal structure consists of core, mantle and crust, including continental and oceanic crusts • explains how forces within Earth drives global plate movements • Convection currents • Slab-pull force <u>Skill Focus</u> ○ Annotate and label earth's internal structure ○ With an annotated diagram, explain how convection currents and slab-pull force lead to tectonic plate movement
	<u>Key Question</u> • How does seafloor spreading support the plate tectonic theory?	<u>Learning outcomes</u> Students will learn and understand: • Seafloor spreading • Evidence from age of rocks • Evidence from limited sediment accumulation <u>Skill Focus</u> • Data Response Questions ○ Describe and explain data
Term 3 Wk 10	<u>Key Question</u> • How does magnetic striping support the plate tectonic theory?	<u>Learning outcomes</u> Students will learn and understand: • Magnetic striping • Evidence from rock composition • Evidence from rock patterns <u>Skill Focus</u> • Data Response Questions ○ Describe and explain data

Term / Week	Learning Experiences (Chapter & Activity)	Learning Outcomes & Assessment
Term 4 Wks 1-3	EOY Revision	
4-5	End of Year Examination	
6	Script-checking	

**All information is correct at the time of publication and may be subjected to change.*