

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>This Issue enables students to understand the causes and consequences of conflict among individuals, communities and countries. Students will develop an understanding that a collective response is vital in managing and resolving conflict among individuals, communities and countries. The study of this Issue will also allow students to develop an understanding of the roles played by different groups to build and maintain peace</p> <p>This Issue enables students to appreciate the interdependent relationship between people and the environment. The study of this Issue will allow students to explore the impact of their actions on the environment and learn how they can exercise stewardship over the environment.</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1		
Week 1-5	<p>Issue 3: Resolving Conflict and Building Peace</p> <p>Unit 1: What is conflict?</p> <ul style="list-style-type: none"> • describe the nature of conflict <p>Unit 2: What are some causes and consequences of conflict?</p> <p>Students will be able to: <input type="checkbox"/></p> <ul style="list-style-type: none"> • state some causes and consequences of conflict; <input type="checkbox"/> 	<p>Course book: Page 4 to 35</p> <p>Key Understanding</p> <ul style="list-style-type: none"> • Conflict can disrupt peace <input type="checkbox"/>

Week 6-10	<p>Issue 3: Resolving conflict and building peace</p> <p>Unit 3: How can conflict be resolved amicably?</p> <ul style="list-style-type: none"> • explain how conflict can be managed and resolved <p>Unit 4: What is terrorism and its impact?</p> <ul style="list-style-type: none"> • describe the impact of terrorism; □ 	<p>Course book: Page 36 to 73</p> <p>Key Understanding</p> <ul style="list-style-type: none"> • Everyone can help to build peace in Singapore
<p>Term / Week</p> <p>Term 2</p>	<p>Learning Experiences (chapter, activity)</p>	<p>Learning Outcomes & Assessment</p>
Week 1-4	<p>Issue 3: Resolving conflict and building peace</p> <p>Unit 5: What can we do to maintain Singapore's peace and security?</p> <ul style="list-style-type: none"> • describe how Singapore maintains peace and security through deterrence and diplomacy 	<p>Course book: Page 74 to 91</p> <p>Key Understanding</p> <ul style="list-style-type: none"> • Everyone can help to build peace in Singapore
Week 7-10	<p>Performance Task</p> <ul style="list-style-type: none"> • Investigation Question: How can peace among neighbours be maintained? 	<p>Course book page: 100 to 115</p> <p>Skill Focus:</p> <ul style="list-style-type: none"> □ • manage and resolve conflicts; • identify gaps in understanding and ask questions; □ • gather and organise information; □ • make observations using sources and interpret data; • consider different perspectives when encountering different views; □

		<ul style="list-style-type: none"> • evaluate sources of information; • communicate ideas and findings with clarity and in creative ways through multi-modal presentations; • demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process.
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Term 3		
Week 1-7	<p>Issue 4: Protecting Our Environment Unit 1: How are people dependent on the environment?</p> <p>Describe the importance of the environment to people □</p> <p>Importance of the environment</p> <ul style="list-style-type: none"> o Beauty of the environment o Resources from the environment 	<p>Key Understanding:</p> <p>People and the environment are interdependent.</p> <p>Course book: Page 2 to 19</p>

	<p>Unit 2: What is the impact of human activities on the environment?</p> <p>Explain the impact of human activities on the environment □</p> <p>Impact of human activities on the environment</p> <ul style="list-style-type: none"> o Resource depletion o Pollution o Climate Change 	<p>Key Understanding:</p> <p>People and the environment are interdependent.</p> <p>Course book: Page 20 to 45</p>
Week 8-10	<p>Unit 3: How can we protect the environment?</p> <p>Describe ways of protecting the environment □</p> <p>Ways to protect the environment</p> <ul style="list-style-type: none"> o Sustainable use of resources: Reduce, Reuse and Recycle <ul style="list-style-type: none"> - Sustainable use of water - Sustainable use of fossil fuels o Concerted efforts by countries to protect the environment 	<p>Key Understanding:</p> <p>Everyone plays an important role in protecting the environment.</p> <p>Course book: Page 46 to 64</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 4		
Week 1-3	<p>Performance Task</p> <p>Investigation Question: How can we contribute to water sustainability in Singapore?</p>	<p>Course book: Page 74 to 89</p> <p>Skill Focus: □</p> <ul style="list-style-type: none"> • manage and resolve conflicts; • identify gaps in understanding and ask questions; □ • gather and organise information; □

		<ul style="list-style-type: none">• make observations using sources and interpret data;• consider different perspectives when encountering different views; □• evaluate sources of information;• communicate ideas and findings with clarity and in creative ways through multi-modal presentations;• demonstrate reflective thinking regarding knowledge gained and their role in the inquiry process.
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