

YISHUN SECONDARY SCHOOL

Subject & Code: Social Studies 2272/2273

Level & Stream: Sec 4 (Express) 2020

The Curriculum and Approaches to Learning		Key Programmes / Competitions
In line with the requirements of the Social Studies Syllabus 2016, 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.		Issue Investigation
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
<b>Term 1</b>		
Week1-3	<b>Chapter 7: How can we respond in a diverse society?</b> <ul style="list-style-type: none"> <li>- Management and impact of socio- cultural diversity (assimilation &amp; integration)</li> <li>- Management and impact of socio-economic diversity (market-based, shared responsibility &amp; government-financed approach)</li> </ul>	<p>Students will appreciate diversity and the importance of harmony.</p> <p>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.</p> <p>Skills: Purpose and Utility</p>
Week 4-7 PH CNY 25-26 Jan	<b>Chapter 8: What does it mean to live in a globalised world?</b> <ul style="list-style-type: none"> <li>● <b>Driving forces of globalisation</b> <ul style="list-style-type: none"> <li>- Developments in transportation</li> <li>- Growth of Multinational Corporations (MNCs)</li> <li>- Technological advancements</li> </ul> </li> </ul>	<p>Students reassess and refine their understanding on whether being part of a globalised world is necessarily good.</p> <p>Students will learn about how technological advancements have changed the way in which we access information. Students will provide suggestions on other impacts of technological advancements on society.</p>

		<p>Skill: Surprise</p> <p><b>*WA1: Week 7</b></p>
Week 8-10	<p><b>Chapter 9: How do we respond to tensions arising from some economic impacts of globalisation?</b></p> <p><b>Economic impact on countries, companies and individuals</b></p> <ul style="list-style-type: none"> <li>• Economic growth and downturn for countries - higher profits/ market share and lower profits/ market share for companies</li> <li>• Higher income/ greater employment opportunities and loss of incomes and employment for individuals</li> <li>• Responses to economic impacts <ul style="list-style-type: none"> <li>- Cooperation and competition among countries</li> <li>- Innovation and adaptation by companies</li> <li>- Acquisition of knowledge and skills by individuals</li> </ul> </li> </ul>	<p>Students will learn about the tensions arising from some economic impacts of globalisation on countries.</p> <p>Students will learn about profits/market share when learning about the economic impacts of globalisation on companies.</p> <p>Students will learn about the impact of Multinational Corporations (MNCs) on Small and Medium Enterprises (SMEs) in Singapore. Through exploring different perspectives, students will consider the extent to which the presence of MNCs benefit SMEs in Singapore.</p> <p>Students reassess and refine their understanding on the economic impacts of globalisation.</p> <p>Students will learn about SMEs. Students will provide suggestions on how SMEs can adapt to thrive in a local economy.</p> <p>Skill: Hybrid</p>
<p><b>Term / Week</b></p> <p><b>Term 2</b></p>	<p><b>Learning Experiences (chapter, activity)</b></p>	<p><b>Learning Outcomes &amp; Assessment</b></p>

<p>Week1-3</p> <p>PH GOOD FRIDAY 10 April</p>	<p><b>Chapter 10: How do we respond to tensions arising from some cultural impacts of globalisation?</b></p> <p><b>Different responses to tensions arising from some cultural impacts of globalisation</b></p> <ul style="list-style-type: none"> <li>• Cultural impact on countries and individuals <ul style="list-style-type: none"> <li>- homogenisation and hybridisation</li> </ul> </li> <li>- different degrees of acceptance and rejection <ul style="list-style-type: none"> <li>o entertainment</li> <li>o food</li> </ul> </li> </ul>	<p>Students will learn about the hybridisation and homogenisation in the Entertainment industry. Students will generate possible ways local entertainment can compete with foreign entertainment in Singapore.</p>
<p>Week 4-6</p> <p>PH Labour Day 1 May</p>	<p><b>Revision for Prelims 1</b></p> <p>Content Revision: Chapters 1-10</p> <p>Skills Revision :</p> <ul style="list-style-type: none"> <li>- Inference</li> <li>- Purpose</li> <li>- Comparison</li> <li>- Reliability</li> <li>- Utility</li> <li>- Surprise</li> <li>- Evaluation</li> <li>- Hybrid</li> </ul>	<p>Able to examine information critically and check the motive and biases of the sources</p> <p>Skills focus SBQ and SRQ</p>
<p>Week 7-8</p> <p>PH Vesak Day 7 May</p>	<p><b>Prelims 1</b></p>	
<p>Week 9</p>	<p>Corrections for Prelims 1</p>	<p>Able to examine information critically and check the motive and biases of the sources</p> <p>Skills focus SBQ and SRQ</p>
<p>Week 10</p> <p>PH Hari Raya Puasa 24 May</p>	<p><b>Chapter 11: How do we respond to tensions arising from some cultural impacts of globalisation?</b></p> <p><b>Different responses to tensions arising from some security impacts of globalisation</b></p> <ul style="list-style-type: none"> <li>• Security impact on countries and individuals <ul style="list-style-type: none"> <li>- security and vulnerability</li> <li>- management of trade-offs <ul style="list-style-type: none"> <li>o cyber security challenges</li> <li>o transnational terrorism</li> </ul> </li> </ul> </li> </ul>	<p>Students will learn about the tensions arising from some impacts of transnational terrorism and the importance of managing it to ensure Singapore's safety.</p> <p>Students will learn about the tensions arising from some impacts of transnational terrorism and how countries collaborate to manage the threats of transnational terrorism.</p>

		Students will discuss their role as a citizen in the defence of the country.
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