

## **2020-2021 Annual plan of the Integrated Humanities (IH)**

### **Subject objectives**

- ✧ Provide learning experiences through which students acquire social literacy and the necessary social enquiry skills.
- ✧ Call for an understanding of human beings as both individuals and groups concerning time, space and the environment, and their place in the cultural and material world.
- ✧ Encourage students to learn through enquiry and active participation in the learning activities; thus, they can approach the problems with an integrative application of generic skills and open-mindedness.
- ✧ Develop a closer link between knowledge acquired in the Personal, Social and Humanities Key Learning Area (PSHE KLA) and real-life issues.
- ✧ Acquire the general intellectual capacity and apply the generic skills needed for lifelong learning through enquiry in life situations.
- ✧ Promote healthy personal development, the ability to relate to others, and positive values and attitudes.
- ✧ Enable students to understand themselves, society, our nation and the world.
- ✧ Maintain a healthy personal development as well as contribute to the well-being of the family, the local community, our nation and the world as confident informed and responsible persons.

### **The curriculum of Junior Forms Integrated Humanities**

- ✧ The Curriculum framework of Integrated Humanities interconnects with the components of knowledge, skills, values and attitudes around six strands of PSHE KLA: (a) Personal and Social Development (2) Time, Continuity and Change (3) Culture and Heritage (4) Place and Environment (5) Resources and Economic Activities (6) Social Systems and Citizenship
- ✧ Adopt a mixed-curriculum organisation mode to provide a flexible framework of PSHE education. IH is a tailor-made PSHE curriculum under our school context. Numerous aspects, such as the breadth and depth of syllabus. The linkage between learning inside and outside the classroom. The coherence and balance among six strands of PSHE curriculum are taken into consideration in planning the curriculum of IH.
- ✧ English is adopted as a teaching medium to convey the subject knowledge of Social and Humanities (i.e. Strand 2, 3, 4 and 5), whereas using Chinese as a medium of instruction to teach the content about students' affective domain, such as the humanistic qualities, value education and Moral and Civic education (i.e. Strand 1 and 6). This interface encourages students to learn through enquiry to build up a solid foundation for Liberal Studies.
- ✧ The syllabus design of IH is based on the Seven Key Focuses and Four Key Tasks listed in PSHE KLA Curriculum Guide of Education Bureau.

- ✧ Formulate a balanced and coherent IH curriculum regarding the connections between knowledge and its application to the real-life situation. Organise cross-curricular programmes can provide meaningful learning experiences to promote student’s whole-person and all-round development.
- ✧ Promote a student-centred enquiry approach and a participative learning atmosphere such as discussion, presentation, project-based learning and peer sharing aiming to boost up students’ learning capabilities.

**Learning and Teaching in the Integrated Humanities**

- ✧ Situate student learning in relevant contexts regarding time, place, institution, culture and values.
- ✧ Equip students with different learning skills, including enquiry and generic skills, in approaching and tackling different kinds of issues.
- ✧ Encourage learning through participation in a wide range of activities within and outside the classroom.
- ✧ Facilitate both collaboration and self-directed learning.

**Assessment System**

- ✧ The assessment system is based on the philosophy that evaluates students’ performance. A grade describes to what degree a student has achieved the content and skill objectives in a given course of study. The school’s curriculum determines content and skill objectives.
- ✧ Marks are computed at the end of each semester as a weighted average of daily marks (take-home assessment or homework assignment) associated with the examination marks received. The weighting of marks is shown as follows.

Forms	Daily marks	1 <sup>st</sup> Examination	2 <sup>nd</sup> Examination
	Formative assessment	Summative assessment	
Form 1	30%	70%	70%
Form 2	30%	70%	70%

- ✧ Every effort is made to evaluate the student’s self-government, self-discipline and progress. Daily marks indicate the current status of the student toward completing course requirements. Daily mark of “0” on a particular test or take-home assessment may indicate that student whose assignment was missing. The teacher may still be willing to accept late work case as the discretion of the teachers after the deadline. Also, note that the semester grade is based on multiple marks, and the student will most likely have an opportunity to improve his or her learning as well as the overall grade.

**School Major Concerns of 2020-2021****Part A: School Major Concerns**

1. Embrace the knowledge and intellectual pursuits through refinement the curriculum and assessment modes in order to boost academic performance.

	<b>Strategies</b>	<b>Timeframe</b>	<b>Measurement</b>	<b>Criteria for Success</b>	<b>Resources required</b>
1.1	<p>Develop a balanced and coherent Junior Forms IH curriculum</p> <ul style="list-style-type: none"> <li>◇ Cooperate with Social and Humanities subject panels and Liberal Studies subject panel to refine the Junior IH curriculum</li> <li>◇ Implement the refined of IH curriculum in different phases form 2018-2021</li> </ul> <p><u>The central theme of the IH curriculum:</u></p> <ul style="list-style-type: none"> <li>◇ <b>Form 1</b> – Personal Growth and local community</li> <li>◇ <b>Form 2</b> – Hong Kong, China and the Western World</li> <li>◇ <b>Form 3</b> – ① Globalisation and international interdependence ② DSE Humanities bridging program</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Teachers' evaluation</p>	<p>Professional sharing and exchange among IH teachers and Forms coordinators</p>	<p>Extra-resources required to employ student assistant to consolidate the teaching materials</p>
1.2	<p><u>Stage 1: Curriculum auditing</u></p> <ul style="list-style-type: none"> <li>◇ Identify the core contents and essential skills in PSHE KLA subjects that will be covered by Form 1 and Form 2 IH curriculum</li> <li>◇ List the missing core content, essential skills and learning element</li> <li>◇</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Teachers' evaluation</p>	<p>Successfully work out the curriculum mapping table</p>	
1.3	<p><u>Stage 2: Curriculum planning for IH Curriculum</u></p> <p>Restructure essential learning elements listed in the curriculum of subjects in PSHE KLA in response to recommendations the listed in focus inspection report</p> <ul style="list-style-type: none"> <li>◇ Add-on learning components of junior secondary financial education in IH curriculum</li> <li>◇ <b>Form 1</b>: Sensible consumption</li> <li>◇ <b>Form 3</b>: ① Public Finance of Hong Kong ② Use of resources</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Evaluation of assessment statistics</p> <p>Teacher's observation</p> <p>Teachers' evaluation</p>	<p>Students' performances in the formative and summative assessments</p> <p>Teacher's observation</p> <p>Students' feedback</p>	

1.42	<p>3. <i>The core content of Life &amp; Society curriculum:</i></p> <p><b>Form 1:</b></p> <p><b>Module 1: Personal Growth and Development (CMI)</b></p> <ul style="list-style-type: none"> <li>✧ Personal Growth – Self-understanding and Positive Life</li> <li>✧ Personal Growth – Enhancement of Resilience, Adolescent Drug Abuse and Crime Problems</li> <li>✧ Human relationships – Building Friendships and Development Self-identify</li> <li>✧ Sensible consumption</li> </ul> <p><b>Form 2:</b></p> <p><b>Module 1: Hong Kong Today (CMI)</b></p> <ul style="list-style-type: none"> <li>✧ Right and Responsibilities of Citizen</li> <li>✧ Hong Kong Government and I</li> <li>✧ China’s Step Forward into the world</li> </ul> <p><b>Module 5: Modern China (EMI)</b></p> <ul style="list-style-type: none"> <li>✧ Overview of the Chinese Economy</li> <li>✧ Role of Chinese Government in the Economy</li> <li>✧ Regional Economic Developing of the Mainland</li> <li>✧ International Interdependence</li> </ul> <p><b>Form 3</b></p> <ul style="list-style-type: none"> <li>✧ Public Finance of Hong Kong</li> <li>✧ Use of Money (Managing Finance)</li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>✧ Understanding local, our nation and global interdependence</li> <li>✧ To develop fairness and open mindset to discuss the controversial issues</li> <li>✧ Interpretation of maps and figures</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Evaluation of assessment statistics</p> <p>Teacher’s observation</p> <p>Teachers’ evaluation</p>	<p>Students’ performances in both formative and summative assessments</p> <p>Teacher’s observation</p> <p>Students’ feedback</p>	
1.6	<p>Emphasise the importance of value education and Basic Law education</p> <ul style="list-style-type: none"> <li>✧ providing a rich and relevant context for <b>nurturing students’ positive values and attitudes (MOTIVATION)</b></li> <li>✧ Helping students to develop positive values, including <ul style="list-style-type: none"> <li>• perseverance</li> <li>• respect for others</li> <li>• responsibility</li> </ul> </li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Teachers’ evaluation</p> <p>Students’ feedback</p> <p>Students’ performance in the formative and summative assessment</p>	<p>Clear stated language objectives in both English and Chinese modules</p> <p>Teaching materials to cater for students’ diversity of language</p>	

	<ul style="list-style-type: none"> <li>through engaging in relevant learning experiences</li> </ul> <ul style="list-style-type: none"> <li>✧ Promotion of national and global understanding</li> <li>✧ Enhance the sense of belonging of our country</li> </ul>			<p>proficiency prepared</p> <p>Students' language proficiency raised</p>	
2.3	<p>Planning for E-learning to cater for learner diversity and to enhance teaching and learning</p> <ul style="list-style-type: none"> <li>- Online marking</li> <li>- Virtual lesson'</li> <li>- Recorded lectures</li> <li>- Online learning activities</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Teacher's evaluation</p> <p>Students' response &amp; performance in the examinations</p> <p>Teacher's observations</p>	<p>students' performances and Teacher's observations</p>	
1.7	<p>Monitor and evaluate the changing needs of students and society in curriculums planning</p> <p>The adjustment will be made if any discrepancy during implementation</p>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Panel's evaluation</p>	<p>Panel's evaluation</p>	

## 2. Implement of school-based Senior Forms 4-5-5 class structure.

	<b>Strategies</b>	<b>Timeframe</b>	<b>Measurement</b>	<b>Criteria for Success</b>	<b>Resources required</b>
2.1	<p>Adjust the progression in Form 2 and Form 3 IH Education</p> <ul style="list-style-type: none"> <li>✧ Restructuring the teaching schedule and the learning modules match students' prior knowledge and experience.</li> <li>✧ Sequence the learning modules in a logical order</li> <li>✧ Develop a spiral curriculum, i.e. earlier work lays the foundations for the later study.</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Students' feedback</p> <p>Evaluation of assessment statistics</p> <p>Teacher's observation</p>	<p>Students' performances in both formative and summative assessments</p> <p>Teachers' observation</p> <p>Teacher's evaluation</p>	
2.2	<p>Provide the wide-life learning opportunities for Junior Forms students to arouse their interests</p> <ul style="list-style-type: none"> <li>✧ organise visits</li> <li>✧ conduct small-scale fieldworks near the school premises or local community, e.g. Tuen Mun</li> </ul> <p>Students can apply the theoretical knowledge to</p>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Students' feedback</p> <p>Teacher's observation</p>	<p>Teacher's evaluation and observation</p>	<p>Employ teaching assistants to meet the teacher-student ratio of EDB to lead outside school activities</p>

	the real world to make their learning more meaningful				
2.3	<p>Maintain the motivation of learning in the of whole-class setting</p> <ul style="list-style-type: none"> <li>✧ Set up a learning community (e.g. pair or small group or discussion)</li> <li>✧ Encourage multimedia-enriched learning (IT) (e.g. email, WhatsApp, Google Suite, web-based instant message, YouTube, school intranet)</li> <li>✧ Learning through an enquiry approach</li> <li>✧ Differentiated instruction by tasks and learning resources (e.g. design specific tasks with various levels for different ability groups.)</li> <li>✧ The lower ability group only required to complete the simple tasks; whereas the structured and open-ended questions are designed for the more able students.</li> <li>✧ Encourage collaborative learning to provide the learning opportunities for students to co-construct of knowledge accompany with their learning partners</li> </ul> <p>Aim at helping students to improve their motivation, self-efficacy and take the ownership of their learning</p>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Students' feedback</p> <p>Evaluation of assessment statistics</p> <p>Teachers' observation and evaluation</p>	<p>Students' performances in the formative assessments</p> <p>Teacher's evaluation</p> <p>Consolidate and evaluate the assessment data</p> <p>Carry out items and analysis</p>	<p>Employ teaching assistants to prepare the teaching materials</p>
2.4	<p>Diversify the modes of assessment in IH in Junior Forms in order to monitor the progression of learning from different angles.</p> <p><u>Formative assessment:</u></p> <ul style="list-style-type: none"> <li>✧ Oral questioning</li> <li>✧ peer assessment</li> <li>✧ self-assessment</li> <li>✧ teacher-student interview</li> <li>✧ revision quizzes</li> <li>✧ Coursework</li> </ul> <p><u>Summative assessment (Uniform test and Examination)</u></p> <ul style="list-style-type: none"> <li>✧ Foundation knowledge (e.g. True or False, Fill in the blanks, multiple choices question types)</li> <li>✧ High order thinking question (e.g. Data-response question)</li> <li>✧ Diversify the questions types and</li> </ul>	<p>Sept 2020</p> <p>-</p> <p>Aug 2021</p>	<p>Teacher's evaluation and observation</p> <p>Evaluation of assessment statistics</p> <p>Students' performance in formative and summative assessment</p>	<p>Panel head's evaluation</p> <p>Teachers' observation</p> <p>Student's feedback</p>	<p>Employ teaching assistants to prepare and consolidate the teaching materials</p>

	progressively increase the level of difficulties in the second semester				
2.5	Monitor and evaluate the changing needs of the students in curriculums planning  The adjustment will be made if any discrepancy during implementation	Sept 2020  -  Aug 2021	Panel head's evaluation	Panel head's evaluation	

## 3. Enhance professional development among various subjects and external professional networks.

	Strategies	Timeframe	Measurement	Criteria for Success	
3.1	<ul style="list-style-type: none"> <li>✧ Participate EDB teacher training workshops to learn PSHE KLA subject knowledge and updated teaching pedagogy, such as e-learning</li> <li>✧ Organise one lesson per cycle for collaborative lesson planning</li> </ul>	Sept 2020  -  Aug 2021	Teacher's evaluation	Teacher's evaluation  Teachers successfully sharing and exchange valuable experience	Employ teaching assistants to prepare the teaching materials
3.2	<ul style="list-style-type: none"> <li>Carry out cross-curricular activities in PSHE KLA or other KLAs in the school setting</li> <li>✧ Opportunities for mutual exchange of experiences and concerns</li> <li>✧ Avoid "blind spots" that overlooked by the subject teachers</li> </ul>	Sept 2020  -  Aug 2021	Teacher's evaluation  Teachers successfully shard the valuable experiences	Teacher's evaluation	
3.3	<ul style="list-style-type: none"> <li>Cooperate with an external professional organisation</li> <li><span style="border: 1px solid black; padding: 2px;">CUHK QSHK</span></li> <li>✧ The intangible cultural heritage of HK</li> </ul>	Sept 2020  -  Aug 2021	Diverse learning activities designed and organised  Vigorous use of e-classroom as students' self-learning tool	Teachers' evaluation  Both formative and summative assessment  Students' participation rate and feedback	

**The organisation of the Integrated Humanities Panel:****1. Team members and teaching duties****(a) Team members**

- LSP (Teacher-in-Charge)
- YCL
- LSH
- LOW
- TWM
- WCF
- CSK
- CWS

**(b) Teaching Duties**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Coordinator</b>
Form 1	YCL	LOW	WCF	LSH	<b>YCL</b>
Form 2	CSK/LSP	TWM	CWS	TWM	<b>TWM</b>

No. of Lessons (per cycle):

Form 1: 6

Form 2: 6

Form 3: 7