Social Studies (SS)
Primary 4
2011

(revised to include June 2012 Performance Standards updates)

MINISTRY OF EDUCATION
Bermuda
2011
SOCIAL STUDIES PHILOSOPHY

In social studies, content knowledge is used to foster positive attitudes, including a focus on democratic government, the dignity and worth of the individual and the equality of opportunity. The overall mission is to prepare students for productive, responsible citizenship. This is achieved through the integration of knowledge, attitudes and skills from the social sciences into a comprehensive instructional sequence. Particular attention is given to the contributions of all cultures in Bermuda, regardless of gender, race, ethnic or other cultural backgrounds. Specific social studies skills, including map and globe, research, problem solving and interpersonal skills, are introduced and reinforced throughout the curriculum. In Bermuda, it is vital that our students develop a true appreciation for their island home and for the world in which they live.

SOCIAL STUDIES

ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA

DEVELOP GLOBAL AWARENESS

CELEBRATE DIVERSITY, REDUCE DISCRIMINATION AND DEMONSTRATE RESPONSIBILITY

APPLY SOCIAL STUDIES SKILLS

INTERPRET AND PREDICT CHANGE OVER TIME

GOAL 1

GOAL 2

GOAL 3

GOAL 4

GOAL 5

CONTENT AREAS

- TIME, CONTINUITY AND CHANGE
- PEOPLE, PLACES AND ENVIRONMENTS
- INDIVIDUAL DEVELOPMENT AND IDENTITY
- CULTURE
- INDIVIDUAL GROUPS AND INSTITUTIONS

- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- POWER, AUTHORITY AND GOVERNANCE
- SCIENCE, TECHNOLOGY AND SOCIETY
- GLOBAL CONNECTIONS
- CIVIC IDEAS AND PRACTICE

Department of Education
Bermuda
2007
SOCIAL STUDIES
GOALS AND SUBGOALS

GOAL 1  ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA

STUDENTS WILL ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA.

Subgoal 1.1  Discriminate among cultures, religions, beliefs, attitudes and lifestyles in Bermuda.

Subgoal 1.2  Develop a positive self concept.

Subgoal 1.3  Evaluate the relationship between land formation, climate, vegetation, land use and natural resources in Bermuda.

Subgoal 1.4  Discriminate among different groups and institutions within Bermuda.

Subgoal 1.5  Evaluate the economic impact of transportation, production, distribution and consumption within Bermuda.

GOAL 2  DEVELOP GLOBAL AWARENESS

STUDENTS WILL DEVELOP GLOBAL AWARENESS.

Subgoal 2.1  Discriminate among cultures, religions, beliefs, attitudes and lifestyles in the global context.

Subgoal 2.2  Evaluate relationships and interactions between countries.

Subgoal 2.3  Evaluate differing land forms, climates, vegetations and land use.

Subgoal 2.4  Analyse interactions among environment, economy, natural resources and people.

Subgoal 2.5  Analyse the organization of different international groups and institutions.

Subgoal 2.6  Evaluate modes of transportation, production, distribution and consumption.
GOAL 3  CELEBRATE DIVERSITY, REDUCE DISCRIMINATION AND DEMONSTRATING RESPONSIBILITY

STUDENTS WILL CELEBRATE DIVERSITY, REDUCE DISCRIMINATION AND DEMONSTRATE RESPONSIBILITY.

Subgoal 3.1  Appreciate basic human rights and their importance to freedom.

Subgoal 3.2  Justify the importance of citizens acting responsibly.

Subgoal 3.3  Accept responsibility for the protection of the environment.

Subgoal 3.4  Evaluate the contribution of individuals, groups and institutions to the progress of society.

GOAL 4  APPLY SOCIAL STUDIES SKILLS

STUDENTS WILL APPLY SOCIAL STUDIES SKILLS.

Subgoal 4.1  Integrate a variety of skills necessary in acquiring information.

Subgoal 4.2  Evaluate a variety of methods for organizing, manipulating, creating and utilizing information.

Subgoal 4.3  Advocate for consistency in positive interpersonal relationships and active social participation.

GOAL 5  INTERPRET AND PREDICT CHANGE OVER TIME

STUDENTS WILL INTERPRET AND PREDICT CHANGE OVER TIME.

Subgoal 5.1  Analyse the growth and development of cultures, religions, beliefs, attitudes and lifestyles.

Subgoal 5.2  Demonstrate how relationships are managed and changed.

Subgoal 5.3  Evaluate how and why people adapt to change.

Subgoal 5.4  Interpret data to make informed suggestions on environmental management.

Subgoal 5.5  Analyse the effects of processes and systems on people and the environment.
## Integrating Computer Applications in Social Studies

### Word Processing (Microsoft Word)
Students can use the word processor to create, edit, proofread and print text documents. The word processor can be used for any writing activity and the features facilitate the writing process. For social studies, students can create writing samples demonstrating a number of genres: journals, poems, stories, reports, letters, plays and construct answers related to social studies content. Use charts to organize and classify information.

### Desktop Publishing (Microsoft Publisher, PrintShop)
Desktop Publishing software allows the creation of newsletters, posters, books, brochures with flexible layouts. Templates make the creation of attractive publications easy with professional looking results. Students can explore the power of print media by using desktop publishing strategies to communicate social studies ideas and concepts.

### Spreadsheets (Excel)
Spreadsheets are a series of rows and columns that are used to store data in the form of words and values. With spreadsheet software, you can manipulate (sort, perform arithmetic functions, etc) and display the data as charts and graphs. These visual representations make it easier for students to interpret data.

### Presentation Tools (PowerPoint, KidPix)
Presentation software lets you create onscreen presentations consisting of a series of slides. It can also be used to present stand-alone presentations that teach, report or entertain. The applications are endless. PowerPoint and KidPix incorporate text, graphics, animation, sound and video, making them versatile communication tools. Students enjoy using PowerPoint because they can easily create sophisticated and fun social studies presentations.

### Paint/Draw Software (KidPix, Microsoft Paint)
Students can use drawing and painting software to create original artwork and illustrations for stories, maps or diagrams to explain a process or system. Most drawing programs simulate many of the tools found on an artist’s table: paint, brushes, markers, spray guns, stamps. KidPix features sound, animated objects and text to create simple slide shows. Microsoft Paint is a basic paint application that is a good starter tool.

### Internet (Internet Explorer)
Use the Internet for research or to visit interactive sites built around a particular social studies topic or theme. Locate appropriate sites with the phrase “for kids” included in the search criteria. Preview all sites in advance as addresses change.

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*Contributed by Patricia Callender, Education Officer for IT Integration*
## SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS (CIE) INTEGRATION

Best practice supports integrating the teaching of disciplines whenever possible. I have chosen many of the English objectives that can be used when you are creating your learning activities for the Bermuda Social Studies curriculum at your year level.

<table>
<thead>
<tr>
<th>P4 Phonics, Spelling &amp; Vocabulary</th>
<th>P4 Reading</th>
<th>P4 Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seek alternatives for overused words and expressions.</td>
<td>• Investigate how settings and characters are built up from details.</td>
<td>• Explore different ways of planning stories, and write longer stories from plans.</td>
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<tr>
<td>• Use more powerful verbs, e.g. 'rushed' instead of 'went'.</td>
<td>• Understand the main stages in a story from introduction to resolution.</td>
<td>• Explore alternative openings and endings for stories.</td>
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<td>• Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot.</td>
<td>• Explore narrative order and the focus on significant events.</td>
<td>• Write character profiles, using detail to capture the reader’s imagination.</td>
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<tr>
<td>• Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</td>
<td>• Understand how expressive and descriptive language creates mood.</td>
<td>• Write newspaper-style reports, instructions and non-chronological reports.</td>
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<tr>
<td>• Match spelling to meaning when words sound the same (homophones).</td>
<td>• Explore implicit as well as explicit meanings within the text.</td>
<td>• Collect and present information from non-fiction texts.</td>
</tr>
<tr>
<td>• Check and correct spellings and identify words that need to be learned.</td>
<td>• Read and perform play scripts, exploring how scenes are built up.</td>
<td>• Present an explanation or a point of view in ordered points, e.g. in a letter.</td>
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<tr>
<td>• Build words from other words with similar meanings.</td>
<td>• Identify different types of non-fiction text and their features.</td>
<td>• Explore the layout and presentation of writing, to fit its purpose.</td>
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</tbody>
</table>

### Phonics, Spelling & Vocabulary
- Recognise word patterns.
- Use alternative spellings to improve spelling.
- Use alternative spellings to improve spelling.
- Use alternative spellings to improve spelling.

### Reading
- Investigate the grammar of different sentences: statements, questions and orders.
- Extend the range of reading.
- Retell or paraphrase events from the text in response to questions.
- Understand the main stages in a story from introduction to resolution.
- Explore narrative order and the focus on significant events.
- Understand how expressive and descriptive language creates mood.
- Explore implicit as well as explicit meanings within the text.
- Read and perform play scripts, exploring how scenes are built up.
- Identify different types of non-fiction text and their features.
- Read newspaper reports and consider how they engage the reader.
- Distinguish between ‘fact’ and ‘opinion’ in print and ICT sources.
- Understand how points are ordered to make a coherent argument.
- Investigate how persuasive writing is used to convince a reader.
- Note key words and phrases to identify the main points in a passage.
- Understand how paragraphs and chapters are used to organise ideas.
- Recognise meaning in figurative language.
- Investigate past, present and future tenses of verbs.
- Identify adverbs and their impact on meaning.
- Use connectives to structure an argument (e.g. if, although).
- Use knowledge of punctuation and grammar to read with fluency, understanding and expression.
- Investigate the grammar of different sentences: statements, questions and orders.
- Extend the range of reading.
- Retell or paraphrase events from the text in response to questions.

### Writing
- Explore different ways of planning stories, and write longer stories from plans.
- Explore alternative openings and endings for stories.
- Write character profiles, using detail to capture the reader’s imagination.
- Write newspaper-style reports, instructions and non-chronological reports.
- Collect and present information from non-fiction texts.
- Present an explanation or a point of view in ordered points, e.g. in a letter.
- Explore the layout and presentation of writing, to fit its purpose.
- Make short notes from a text and use these to aid writing.
- Summarise a sentence or a paragraph in a limited number of words.
- Re-read own writing to check punctuation and grammatical sense.
- Elaborate on basic information with some detail.
- Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.
- Begin to use paragraphs more consistently to organise and sequence ideas.
- Show awareness of the reader by adopting an appropriate style or viewpoint.
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<th>P4</th>
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<td><strong>Speaking and Listening</strong></td>
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<td>• Vary the use of vocabulary and level of detail according to purpose.</td>
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<td>• Listen carefully in discussion, contributing relevant comments and questions.</td>
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<td>• Understand the gist of an account or the significant points.</td>
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<td>• Deal politely with opposing points of view.</td>
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<td>• Adapt the pace and loudness of speaking when performing or reading aloud.</td>
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<td>• Organise ideas in a longer speaking turn to help the listener.</td>
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<td>• Adapt speech and gesture to create a character in drama.</td>
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<td>Synthesis</td>
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<td>Evaluation</td>
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<td>Analysis</td>
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<td>Application</td>
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<td>Comprehension</td>
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<td>Knowledge</td>
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<th>Linguistic</th>
<th>Logical</th>
<th>Kinesthetic</th>
<th>Visual/Spacial</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
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<tbody>
<tr>
<td>- Write journals</td>
<td>- Use scoring sheets</td>
<td>- Create exhibits</td>
<td>- Make analyze charts/graps</td>
<td>- Write lyrics &amp;</td>
<td>- Do peer review,</td>
<td>- Engage in self-assessment activities</td>
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<td>- Keep learning logs</td>
<td>- Make/solve games &amp; puzzles</td>
<td>- Demonstrate a process</td>
<td>- Make word web</td>
<td>compose music &amp;</td>
<td>deciding criteria together</td>
<td>- Use reflective journals to track learning</td>
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<td>- Create portfolio</td>
<td>- Write an outline</td>
<td>- Use manipulatives</td>
<td>- Make Venn diagrams</td>
<td>- Use music to aid</td>
<td>- Work in collaborative</td>
<td>- Devise personal goals</td>
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<tr>
<td>- Do word processing</td>
<td>- Plan strategically</td>
<td>- Create a simulation</td>
<td>- Do a timeline</td>
<td>memory</td>
<td>groups</td>
<td>- Describe own learning style</td>
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<tr>
<td>- Write newspaper articles</td>
<td>- Translate into</td>
<td>- Role play</td>
<td>- Construct models</td>
<td>- Create rhythmic</td>
<td>- Do peer or cross-age</td>
<td>- Organize own</td>
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<tr>
<td>- Engage in discussions</td>
<td>- mathematical formulas</td>
<td>- Engage in creative</td>
<td>- Develop a photographic essay</td>
<td>patterns</td>
<td>Tutoring</td>
<td>portfolio &amp; write or fill</td>
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<td>&amp; debates</td>
<td>- Do timelines</td>
<td>Movement</td>
<td>- Make a map</td>
<td>- Sing a rap or a song</td>
<td>- use leadership skills</td>
<td>out learning summary</td>
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<td>- Tell stories</td>
<td>- Design &amp; conduct an</td>
<td>- Rehearse &amp; perform a play</td>
<td>- Make a collage</td>
<td>that explains ....</td>
<td>- Create &amp; implement group</td>
<td>- Manage self-directed</td>
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<td>- Write poems, myths,</td>
<td>Experiment</td>
<td>- Pantomime</td>
<td>- Do an art project</td>
<td>- Determine</td>
<td>rules</td>
<td>Projects</td>
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<tr>
<td>legends, short plays</td>
<td>- Make a strategy game</td>
<td>- Choreograph a dance</td>
<td>- Create a slide show</td>
<td>rhythmical patterns</td>
<td>- Conduct a class</td>
<td>- Describe personal</td>
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<tr>
<td>- Relate a short play or</td>
<td>- Make a calendar</td>
<td>- Put on a skirt</td>
<td>- film, videotape,</td>
<td>- Give presentations</td>
<td>Meeting</td>
<td>Qualities</td>
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<td>novel to</td>
<td>- Interpret data</td>
<td>- Do reader’s theatre</td>
<td>advertisement or</td>
<td>using musical accompaniment</td>
<td>- Identify &amp; assume a role</td>
<td>- Explain personal</td>
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<td>- Hypothesize about</td>
<td>- Invent a game</td>
<td>photo album</td>
<td>- Explain how two songs</td>
<td>- Organize or participate</td>
<td>Philosophies</td>
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<td>...</td>
<td>- Make task or puzzle</td>
<td>- Design a poster,</td>
<td>are the same &amp; different</td>
<td>in a group</td>
<td>- Use emotional</td>
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<td>- Create a story problem</td>
<td>Cards</td>
<td>bulletin board, comic</td>
<td>- Present a short</td>
<td>- Use conflict</td>
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<td>- Write a computer</td>
<td>- Build or construct a</td>
<td>strip or mural</td>
<td>class musical</td>
<td>resolution strategies</td>
<td>- mediated</td>
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<td>program</td>
<td>model</td>
<td>- Visualize</td>
<td>- Make an instrument</td>
<td>- Engage in peer</td>
<td>- Accommodate learning</td>
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<td>- Categorize facts &amp;</td>
<td>- Plan &amp; attend a field</td>
<td>- Create a demonstration</td>
<td>&amp; demonstrate it</td>
<td>mediation</td>
<td>differences</td>
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<td>information</td>
<td>Trip</td>
<td>- Develop architectural</td>
<td>- Create a musical</td>
<td>- Be a mentor or</td>
<td>- Be a mentor or Mentee</td>
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<td>- Set up a lab project</td>
<td>- Create &amp;/or participate</td>
<td>drawings</td>
<td>game</td>
<td>- Discuss regional,</td>
<td>- Discuss regional,</td>
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<td>- Describe the symmetry of</td>
<td>in Olympic style events</td>
<td>- Colour code a process</td>
<td>- Collect &amp; present</td>
<td>global or cultural issues</td>
<td>global issues</td>
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<td>...</td>
<td>- Devise a scavenger hunt</td>
<td>- Invent a board or card game</td>
<td>songs</td>
<td>- Use internet to</td>
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<td>- Use inductive or</td>
<td>- Sculpt</td>
<td>- Illustrate, draw, paint,</td>
<td>Write a new ending</td>
<td>discuss global issues</td>
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<td>deductive reasoning</td>
<td>- Design a product</td>
<td>sketch or sculpture</td>
<td>to a song</td>
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<td>- Select &amp; use technology</td>
<td>- Take part &amp;/or put together a mechanical device</td>
<td>- Select &amp; use technology</td>
<td>- Play instruments</td>
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<td>- Collect &amp; present</td>
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<td>音乐会using a theme</td>
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<td>- Write lyrics &amp;</td>
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<td>compose music</td>
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<td>- Use music to aid memory</td>
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<td>- Create rhythmic</td>
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<td>- Sing a rap or a song</td>
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<td>- Give presentations</td>
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<td>- Explain how two songs are</td>
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<td>- Present a short class</td>
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<td>- Make an instrument</td>
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<td>&amp; demonstrate it</td>
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<td>- Create a musical</td>
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<td>- Collect &amp; present</td>
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<td>- Write a new ending</td>
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<td>- Use technology to</td>
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</table>

Subject Title: Social Studies

Subject Code: P4 SS

Time Allotted: 150 min/wk

RATIONALE
The Bermuda pre/primary school social studies curriculum will prepare students to become productive and contributive members of an interdependent global community through the integration of knowledge, skills, attitudes and values. It will foster the development of responsible citizenship and cultural understanding.

Students will:
- Gain an understanding of Bermuda as a unique community.
- Appreciate the cultural diversity that exists within Bermuda.
- Recognize the interdependent relationship Bermuda has with the global community.

To achieve these aims, students will be involved in experiential, interactive learning, involving a variety of sources and embracing multiple activities, which accommodate all learning styles.

PRIMARY FOUR (P4) REQUIREMENTS
Note: The teacher is not restricted to using the standards only where indicated in the curriculum.

The requirements for this level are as follows:

<table>
<thead>
<tr>
<th>Performance Assessment</th>
<th>25%</th>
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</thead>
<tbody>
<tr>
<td>- After dinner conversations, historical interviews, decision-making, playing with scale, role playing, etc.</td>
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<table>
<thead>
<tr>
<th>Product Assessment</th>
<th>45%</th>
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<tbody>
<tr>
<td>- Personalising events, surveys, one-page plays, historical fiction, time lines, poetry &amp; song writing, posters, what happens next, rewrite a scene or chapter from the point of view of a specific character, stories that address problems &amp; issues, persuasive writing, flow charts, models, mapping, collages, computer generated products, etc.</td>
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<tr>
<th>Written Assessment</th>
<th>15%</th>
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<tr>
<td>- Tests on a portion of the curriculum: selected, constructed &amp; extended responses including essay writing to evaluate students’ understanding of key concepts, vocabulary, skills &amp; knowledge.</td>
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<thead>
<tr>
<th>Final End of Year exam</th>
<th>15%</th>
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<tbody>
<tr>
<td>- Test on the entire curriculum: selected, constructed &amp; extended responses including essay writing to evaluate students’ understanding of key concepts, vocabulary, skills &amp; knowledge.</td>
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</tbody>
</table>

| Total | 100% |
PHASE B OUTLINE

P4
Module Titles A - D
1505-1684
A. Society and Culture ................. 8
   - early visitors
   - Sea Venture shipwreck
   - first settlers
B. Politics and Law ................. 8
   - early governance
   - early problem solving
   - corporate to Crown colony
C. Economy and Technology.............. 8
   - economic activities to 1684
   - economic divisions of island
   - organization of trade & labour
   - early transportation
D. Environment .................. 8
   - Bermuda origins
   - significance of location
   - physical geography
   - geographic influence
   - compare & contrast

P5
Modules Titles A – D
1700-1918
A. Society and Culture ................. 8
   - tiered timeline & brief overview
   - overview of main local & global events, such as Gunpowder Plot 1775, Dockyard 1809, Amer. Civil War 1861-5, Boer War 1901 & WWI 1914
   - identify main personalities &/or organisations
B. Politics and Law ................. 8
   - capital moves 1793
   - - Gov org & its function to 1833
   - - emancipation 1834 & changing status of Blacks
   - - Friendly Societies
   - - Citizenship (local/global)
   - - Black representation (WHT Joell 1883)
   - - Coat of Arms
C. Economy and Technology.............. 8
   - agriculture (Reid & the Portuguese)
   - - shipping & blockade running
   - - labour issues
   - - tourism begins
   - - advances in transportation & technology
D. Environment .................. 8
   - landscape changes to 1918
   - - land use
   - - increased population effects
   - - issues & solutions

P6
Modules Titles A – D
1920-present
A. Society and Culture ................. 8
   - tiered timeline & brief overview of main local & global events such as, unionism, affects of WWII 1939, Theatre Boycott 1959, Party Politics 1963
   - identify main personalities &/or organisations
B. Politics and Law ................. 8
   - HR petition to UK 1946 (Dr. Gordon, W.L. Joell)
   - - desegregation from 1959
   - - CUAS 1963
   - - Constitution 1968 & amendments to 2003
   - - how laws are made & amended
   - - further changes to voting & constituencies
   - - civil unrest after 1960 to 2002
C. Economy and Technology.............. 8
   - tourism after WWII
   - - International cos. & banking
   - - sterling to dollars 1970
   - - Increase in immigration
   - - unions
   - - transportation & technology
D. Environment .................. 8
   - Environ laws & problems after 1920
   - - introduced flora & fauna
   - - Dr. Beebe 1930s, Mowbray & Wingate
   - - sustainable development

Subtotal ................................ 32  Subtotal ................................ 32  Subtotal ................................ 32
Optional Weeks ............................ 4  Optional Weeks ............................ 4  Optional Weeks ............................ 4
Total Weeks ............................ 36  Total Weeks ............................ 36  Total Weeks ............................ 36
MODULE-A
SOCIAL STUDIES

Module A Title: Society and Culture – Discovery to Crown Colony 1505-1684

Sequence Reference: P4 SS-A

PHASE A | PHASE B
---|---
P5 | 
P1 | 
P2 | 
P3 | 
P4 | 
P6 | 

Time allotted: 8 weeks

Performance Strand

History (H)
History requires the student to understand how the past has influenced the present development of a country or region, including its values, beliefs, government and economy. This should enable the student to make viable predictions and develop understanding of multiple perspectives and cultures.

Geography (G)
Geography will give the student understanding of its three interrelated components- subject matter (the Earth), skills (asking & answering geographic questions; acquiring, organising & analysing geographic information) and perspectives (spatial & ecological).

Civics (C)
Civics will allow the student to obtain the knowledge and skills necessary to participate in political life as a responsible and informed citizen committed to the further enhancement of democratic values both locally and globally.

Performance Statements & Essential Questions

Bermuda performance standard:

History
H1 – student will produce evidence that demonstrate their ability to organise information chronologically and understand the sequence and relationship of events.
H2 - The student will produce evidence that demonstrate their ability to use Social Studies vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.
H3 - The student will produce evidence that demonstrate their ability to comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.

Geography
G2 - The student will produce evidence that demonstrate their ability to use information on the physical and human features of places to define and study regions and their patterns of change.

Civics
C2 - The student will produce evidence that demonstrate their ability to understand how culture influences self-perception, national identity and the social and political characteristics of a country.

Possible Essential Questions:
- How has the past influenced the present? (chronological understanding & significance)
- How did global activities lead to Bermuda’s discovery? (cause & effect)
- What is culture?
- How do cultures change over time?
- Why do people change the environment and how does the environment influence human activity? (adaptation)
- To what extent is the recorded story influenced by who is telling it? (perspective)
**Assessment Indicators:**

The students will produce evidence that demonstrates their ability to:

- **SS.P4.H1a** Create, use or interpret a tiered timeline or graphic organiser.
- **SS.P4.H1b** Place information in proper sequence, e.g., order of occurrence; order of importance. *(H1: chronology understanding) - I*
- **SS.P4.H2a** Define and give examples of key vocabulary words, terms and concepts.
- **SS.P4.H2b** Use appropriate sources to gain meaning of essential terms.
- **SS.P4.H2c** Collect supporting evidence from primary sources.
- **SS.P4.H2d** Analyse year level appropriate sources. *(H2: research) – II to VI*
- **SS.P4.H3a** Recognise instances in which more than one interpretation of factual material is valid.
- **SS.P6.H3b** Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives.
- **SS.P4.H3c** Demonstrate an understanding that people in different times and places view the world differently. *(H3: comprehends, analyzes & interprets historical information; problem solves and understands different perspectives) – III, V & VI*
- **SS.P4.G2a** Describe Bermuda’s industries in relationship to its location and availability of resources. *(G2: explain the geographic influences on change) - II & IV*
- **SS.P4.C2b** Explain the relevance of historical personalities, e.g., explorers, Sea Venture shipwreck survivors & early settlers in Bermuda. *(C6: importance of contributing personalities) – I.*

- Magellan
- Vasco da Gama
- Christopher Columbus
- Juan de Bermudez
- Gonzalo Oviedo y Valdes
- Estevaio Gomez
- Henry May
- Diego Ramirez
- Peter Martyr
- Venturilla
- Admiral Sir George Somers
- Sir Thomas Gates
- Captain Christopher Newport
- William Strachey
- John Rolfe

**Student outcome:**

At the end of this module, the student should have an understanding of change over time and the interconnectedness of countries. The student will also understand how geography and ancestry influence the development of a country.

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**Curriculum Objectives & Content Detail:**

At the end of this module, students will:

I. **Create a** **timeline** of the early visitors 1505-1603 and the activities of the Sea Venture wreck survivors to 1610 (chapters 1 & 2)

II. **Use Location** to explain:
   - What events led to Bermuda’s discovery in the 16th century?
   - Why do you think Bermuda was not settled prior to 1612?
   - What part did Bermuda mainly play in the ocean crossings prior to 1612? (chapter 1 & Bda. Atlas map on p. 5) **Compare and contrast** the Sea Venture’s journey with the same journey today.

III. **Explain** the **importance** of the shipwreck of the Sea Venture to Bermuda? And the United States of America? (chapter 2)

IV. **Define adaptation?**
   - Why does it occur?
   - Find evidence of adaptation during the survivors stay on the island and during the early settlement?
   - Identify present Bermuda characteristics that are a result of centuries of adaptation? (architecture, harvest of rain); (chapters 2 & 3)

V. **Read, interpret and analyse primary documents** on pages 14, 22 & 28

VI. **Identify when formal settlement** began in Bermuda and the reasons. **Explain** how initial settlement determined Bermuda’s early **culture.**
### Recommended Instructional Strategies:

Teachers will enhance instruction by utilising the following:

- **Comprehension** exercises; see pp. 15 & 23 of textbook.
- **Problem solving** scenarios to reinforce the concept of adaptation.
- See early settlement from different perspectives - governor, slave, indentured servant, tradesman, poor woman, a child, Company shareholder.
- **Chart cause and effect**
- Illustrate understanding of change over time.
- Structured field trip to St. George’s - **journal, create** a travel brochure or information pamphlet.

### ELA Objectives that may be considered for integration:

#### Phonics, Spelling & Vocabulary:
- Check & correct spellings & identify words that need to be learned.

#### Reading:
- Explore implicit as well as explicit meanings within the text.
- Identify different types of non-fiction text and their features.
- Explore narrative order & the focus on significant events.

#### Writing:
- Write newspaper-style reports, instructions and non-chronological reports.
- Present an explanation or a point of view in ordered points, e.g. in a letter.

#### Speaking and Listening:
- Understand the gist of an account or the significant points.

### Recommended Formative Assessment Strategies:

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- Drama – skits or models
- Writing assignments grades with rubrics – letters, plays, diaries, newspaper article, historical fiction
- Class participation
- Teacher observation
- Self-evaluation
- Journal portfolio
  - interviews
  - narrative
  - book reviews
- Tests composed of questions representing various levels of thinking skills:
  - multiple choice
  - essays
  - short sentences
  - stimulus based
  - problem based
**Module A Title:** Society and Culture  
**Sequence Reference:** P4SS-A

### Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives

### Special Resources:

**(materials, equipment & community involvement)**

- Bermuda Connections Kit
- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- Echoes of Bermuda’s Past
- video tape (Bermuda Day Parade)
- websites
- globes
- computer
- library
- maps
- newspapers
- fictional and non-fictional book stories

### References - Teacher:

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- [www.bnt.bm](http://www.bnt.bm)
- Bermudian magazine
- Dept. of Community and Cultural Affairs- [www.communityandculture.bm](http://www.communityandculture.bm)
- Newspaper articles
- NIE
- St. George’s Foundation- [www.stgeorgesfoundation.org](http://www.stgeorgesfoundation.org)
- Video tapes

### References - Student:

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

### Glossary:

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>abundance</td>
<td>a large quantity of something.</td>
</tr>
<tr>
<td>2</td>
<td>Adventurer</td>
<td>wealthy landowners who formed companies to control the new Colonies.</td>
</tr>
<tr>
<td>3</td>
<td>Age of Discovery</td>
<td>the period from the 1400s to the early 1600s when European sailors were</td>
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<tr>
<td></td>
<td></td>
<td>exploring Africa, Asia and the Americas.</td>
</tr>
<tr>
<td>4</td>
<td>castaway</td>
<td>a person shipwrecked and stranded in an isolated place.</td>
</tr>
<tr>
<td>5</td>
<td>century</td>
<td>a period of 100 years.</td>
</tr>
<tr>
<td>6</td>
<td>colony</td>
<td>an area under the control of another country and occupied by settlers from</td>
</tr>
<tr>
<td></td>
<td></td>
<td>that country.</td>
</tr>
<tr>
<td>7</td>
<td>eyewitness</td>
<td>someone who has seen something happen and can give a first-hand account.</td>
</tr>
<tr>
<td>8</td>
<td>famine</td>
<td>extreme lack of food, starvation.</td>
</tr>
<tr>
<td>9</td>
<td>fleet</td>
<td>a large group of ships organised under one commander.</td>
</tr>
<tr>
<td>10</td>
<td>heritage</td>
<td>a set of ideas that have been passed down from one generation to another.</td>
</tr>
<tr>
<td>11</td>
<td>indigenous</td>
<td>belonging naturally to a place; native; not introduced from somewhere else.</td>
</tr>
<tr>
<td>12</td>
<td>investor</td>
<td>a person who puts money into property or projects with the aim of receiving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>profit.</td>
</tr>
<tr>
<td>13</td>
<td>navigation</td>
<td>the science of deciding your position and planning and following a route.</td>
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<tr>
<td>14</td>
<td>seafarer</td>
<td>a person who travels by sea to explore new places.</td>
</tr>
<tr>
<td>15</td>
<td>superstitious</td>
<td>to fear and believe in supernatural things such as evil spirits or ghosts.</td>
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### Performance Strand

**Civics (C)**  
Civics will allow the student to obtain the knowledge and skills necessary to participate in political life as a responsible and informed citizen committed to the further enhancement of democratic values both locally and globally.

### Performance Statement & Essential Questions

**Bermuda performance standard:**  
**Civics**  
**C1** - The student will produce evidence that demonstrate their ability to understand why society needs rules, laws and governments and how power is acquired, used and justified.  
**C2** - The student will produce evidence that demonstrate their ability to understand how culture influences self-perception, national identity and the social and political characteristics of a country.

**Possible Essential Questions:**

- What is power and authority?  
- How is power gained?  
- What is government?  
- How are governments organized in the community and country?  
- What are the rights and responsibilities of people in a group and of those in authority?

### Assessment Indicators:  

| Curriculum Objectives & Content Detail: |  
| --- | --- |
| **At the end of this module, students will:** |  
| **I.** Identify who held authority over the shipwreck survivors and why. |  
| **II.** Evaluate the **Problem Solving** skills of the shipwreck survivors; **Conflict, problems & solutions** in 1609 and 1610. |  
| **III.** Understand the **Corporate colony** concept & the key decisions of the first 3 governors: |  
| - Type of ownership |  
| - Laws under Moore & Tucker |  
| - Butler, Parliament begins & its first laws |  
| **IV.** Compare the organization of the first Parliament to that of today. Why do you think it is different? |  
| **V.** Outline the reasons Bermuda became a **Crown Colony** in 1684? the type of colony Bermuda is today? And how it is different? |
**Recommended Instructional Strategies:**

Teachers will enhance instruction by utilising the following:

- Learning **comprehension** activities: see pp. 23, 30 & 36 of textbook.
- **Create** scenarios that give students the opportunity to become engaged in conflict resolution- **problem solving**.
- Chart **cause and effect**.
- Illustrate understanding of **change over time** by **comparing and contrasting** past and present government structures.
- Structured field trip to St. George’s- **sketch** or **photograph** the layout of the town as far as State House, state church, Government House, jail, etc. **Compare** it to the layout of Hamilton City.
- **Create** a PowerPoint presentation.

**ELA objectives that may be considered for integration:**

**Phonics, Spelling & Vocabulary**-
- Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.

**Reading**-
- Distinguish between fact and opinion in print & ICT sources.
- Understand how points are ordered to make a coherent argument.

**Writing**-
- Collect and present information from non-fiction texts
- Make short notes from a text and use these to aid writing
- Summarise a sentence or a paragraph in a limited number of words

**Speaking and Listening**-
- Listen carefully in discussion, contributing relevant comments & questions.
- Deal politely with opposing points of view.

**IT objectives that may be considered for integration:**

- Uses basic presentation software tools.
- Identify/select appropriate tool for task.
- Format text using a word processor.
- Use basic desktop publishing techniques.

---

**Recommended Formative Assessment Strategies:**

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- Drama – skits or models
- Writing assignments grades with rubrics – letters, plays, diaries, newspaper article, historical fiction
- Analyze primary sources
- Use graphic organizers
- 3minute speech
- Class participation
- Teacher observation
- Self-evaluation
- Video an interview
- Tests composed of questions representing various levels of thinking skills:
  - multiple choice
  - essays
  - short sentences
  - stimulus based
  - problem based
## Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives

## Special Resources:

(materials, equipment & community involvement)

- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- computer
- Echoes of Bermuda’s Past
- library
- maps
- newspapers
- video tape (Bermuda Day Parade)
- websites

## References - Teacher:

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- [www.bnt.bm](http://www.bnt.bm)
- Bermudian magazine
- Dept. of Community and Cultural Affairs-
  [www.communityandculture.bm](http://www.communityandculture.bm)
- Newspaper articles
- NIE
- St. George’s Foundation-
  [www.stgeorgesfoundation.org](http://www.stgeorgesfoundation.org)
- The 375th Anniversary of Parliamentary Institutions in Bermuda 1995
- Video tapes

## References - Student:

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

## Glossary:

1. **authority** power or right to enforce obedience.
2. **corporate colony** a settlement governed by a company.
3. **crown colony** a settlement governed by a country.
4. **democracy** a country that has an elected government.
5. **dictatorship** a country that is governed by a person who has complete power over everyone else.
6. **governor** a ruler of a region or country.
7. **parish** one of the nine political divisions of Bermuda.
8. **Parliament** a law making body like that of the U.K.
9. **tribe** the original name given to Bermuda’s divisions before parishes.
MODULE-C
Module C Title: Economy and Technology – Economic Activities to 1684

Sequence Reference: P4 SS-C

PHASE A | PHASE B
---|---
P5 | P6

Time allotted: 8 weeks

Performance Strand

Economic (E)
Economics will provide the student with a basic understanding of local and global economic issues and the influence it can have on political and social aspects of a country or region.

History (H)
History requires the student to understand how the past has influenced the present development of a country or region, including its values, beliefs, government and economy. This should enable the student to make viable predictions and develop understanding of multiple perspectives and cultures.

Performance Statements & Essential Questions

Bermuda performance standard:

Economics

E1 The student will produce evidence that demonstrate their ability to understand the economic development of a country or region and use this knowledge to make plausible predictions.

E3 The student will produce evidence that demonstrate their ability to understand the role and influence of technology on commercial activity and quality of life.

History

H1 The student will produce evidence that demonstrate their ability to organise information chronologically and understand the sequence and relationship of events.

H3 The student will produce evidence that demonstrate their ability to comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.

Possible Essential Questions:

- How do people decide what to produce and what services to provide?
- How does the availability of resources influence economic decisions?
- What do we mean by technology?
- What can be learned from the past about how new technologies resulted in societal change?
### Assessment Indicators:

The students will produce evidence that demonstrates their ability to:

- **SS.P4.E1a** Describe the role of money, banking and savings in everyday life.
- **SS.P4.E1b** Describe and explain how money makes it easier to trade, borrow, save, invest and compare the value of goods and services.
- **SS.P4.E1c** Describe the development of the main economic activities in Bermuda to 1684.
- **SS.P4.E1d** Identify various types of payments that can be made to an investor.

(E1: concept of money & its use) – II & III

- **SS.P4.E3a** Describe how technology affects people’s lives and how the community operates.

(E3: impact of technology) - IV

- **SS.P4.H1a** Create a tiered timeline and/or graphic organiser.

(H1: chronology understanding) – I & IV

- **SS.P4.H3a** Recognise instances in which more than one interpretation of factual material is valid.
- **SS.P4.H3b** Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives.

(H3: comprehends, analyses & interprets historical events and issues and understands different perspectives)- I & III

### Student outcome:

At the end of this module the student should understand Bermuda’s early economic activities, type of labour and transportation used.

---

### Curriculum Objectives & Content Detail:

At the end of this module, students will:

I. **Identify and research** the main economic activities of the settlers to 1684.
   - tobacco growing
   - Agriculture

II. **Explain** how the shareholders in the Virginia Company were rewarded
   - Norwood’s map & economic divisions, including the Overplus.

III. **Outline** the organisation of trade and labour in Bermuda under the Company.
   - trade restrictions
   - first money
   - indentures, slavery and manual free labour

IV. **Explain** the main modes of transportation.
   - horse/donkey
   - walking
   - boat
### Module C Title: Economy and Technology  
**Sequence Reference:** P4SS-C

#### Recommended Instructional Strategies:
Teachers will enhance instruction by utilizing the following:
- Learning **comprehension** activities: see pp. 30 & 36 of textbook
- Chart **cause and effect**
- Illustrate understanding of **change over time** by **comparing and contrasting** past and present economic activities
- Structured field trip to St. George’s  
  - **Create a PowerPoint presentation or video identifying existing evidence of past economic activities.**

#### ELA objectives that may be considered for integration:
- **Phonics, Spelling & Vocabulary**:
  - Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot.
- **Reading**:
  - Investigate past, present and future tenses of verbs.
  - Understand how paragraphs & chapters are used to organize ideas.
  - Note key words and phrases to identify the main points in a passage
- **Writing**:
  - Elaborate on basic information with some detail.
  - Begin to use paragraphs more consistently to organise and sequence ideas.
- **Speaking and Listening**:
  - Vary the use of vocabulary and level of detail according to purpose.

#### IT objectives that may be considered for integration:
- Use age appropriate applications to edit computer generated documents
- Format text using a word processor
- Use basic desktop publishing techniques
- Use graphics software tools
- Identify/select appropriate tool for task
- Use technology tools to collaborate with others to solve problems or present ideas

#### Recommended Formative Assessment Strategies:
Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.
- Writing assignments grades with rubrics – letters, diaries, newspaper article, historical fiction
- Class participation
- Teacher observation
- Self-evaluation
- Illustrations: model, drawing, etc.
- Oral presentation
- Tests composed of questions representing various levels of thinking skills:
  - multiple choice
  - essays
  - short sentences
  - stimulus based

#### Summative Assessment:
Assessments given at the end of a module where the data is used to generate grades.
- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives
**Special Resources:**
(materials, equipment & community involvement)

- Bermuda Connections Kit
- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
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- video tape (Bermuda Day Parade)
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- globes
- computer
- library
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- fictional and non-fictional book stories

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- Bermuda Five Centuries
- Bermuda National Trust- www.bnt.bm
- Bermudian magazine
- Dept. of Community and Cultural Affairs- www.communityandculture.bm
- Newspaper articles
- NIE
- St. George’s Foundation- www.stgeorgesfoundation.org
- Video tapes

**References - Student:**

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

**Glossary:**

1. **apprentice**  a person who receives low wages in order to learn a trade.
2. **cash crop** a plant grown to sell.
3. **currency** a system of money or barter of goods for trade.
4. **enslavement** forcing someone to lose their freedom of choice; making them a slave.
5. **indentured** working off a payment for something, such as passage to the New World.
6. **maritime** connected to the sea.
7. **profit** financial gain.
8. **self-sufficient** able to satisfy one’s own needs with no outside help.
9. **shareholder** one who holds a part of the ownership of something.
10. **slave** a person who is owned by another person and is made to work hard for little or no pay.
SOCIAL STUDIES

Module D Title: Environment – Geographic Beginnings

Sequence Reference: P4 SS-D

<table>
<thead>
<tr>
<th>PHASE A</th>
<th>PHASE B</th>
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<tbody>
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<td>PS</td>
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<td>P6</td>
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</table>

Time allotted: 8 weeks

Performance Strand

Geography (G)
Geography will give the student understanding of its three interrelated components: subject matter (the Earth), skills (asking & answering geographic questions; acquiring, organising & analysing geographic information) and perspectives (spatial & ecological).

History (H)
History requires the student to understand how the past has influenced the present development of a country or region, including its values, beliefs, government and economy. This should enable the student to make viable predictions and develop understanding of multiple perspectives and cultures.

Performance Statements & Essential Questions

Bermuda performance standards:

Geography

G1 - The student will produce evidence that demonstrate their ability to use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.

G2 - The student will produce evidence that demonstrate their ability to use information on the physical and human features of places to define and study regions and their patterns of change.

History

H5 - The student will produce evidence that demonstrate their ability to recognise patterns of change both globally and regionally and understand that changes within individual countries are influenced by global power changes.

Possible Essential Questions:

- Where am I?
- How are regions defined?
- What are the physical and human characteristics of place?
- What are similarities and differences between places near and far?
### Assessment Indicators:

The students will produce evidence that demonstrates their ability to:

- **SS.P4.G1a** Create and interpret maps of Bermuda and the world, using 8 cardinal directions, symbols and simple legends.
- **SS.P4.G1b** Identify and describe major land forms and water bodies in Bermuda, e.g., hills, marsh, ocean, arable land, golf courses.
- **SS.P4.G1c** Identify and locate Bermuda, the continents, the Caribbean, the Azores and Great Britain on a map.  
  *(G1: use geography tools to locate, obtain, process & report information) – II, III & V*
- **SS.P4.G2a** Describe Bermuda’s industries in relation to its location and availability of resources.  
  *(G2: geographic influence on change) – I & IV*
- **SS.P4.H5a** Connect the economic changes in 16th century Europe to the discovery of Bermuda, e.g., search for sea routes to Asia as land routes were closed, Bermuda’s location in the mid-Atlantic between Europe and Americas.  
  *(H5: global connectedness)*

### Curriculum Objectives & Content Detail:

At the end of this module, students will:

1. **Understand Bermuda’s geographic origins:**
   - volcanic eruptions
   - original environment state – floral & fauna
   - land use before settlement
2. **Explain the importance of location**
   - 8 cardinal directions
   - location of continents & Bermuda
   - Bermuda’s coordinates(latitude & longitude)
   - old & new worlds – hemispheres
   - position in sea route to the East
   - landmark for return journey to Europe- ocean currents & trade winds
   - replenish supplies/storms/reefs
3. **Bermuda’s physical geography:**
   - major landforms
   - water bodies
   - bridges of Bermuda
4. **Geographical influences:**
   - influence of geography on physical, social & economic life
   - fulfilling needs
5. **Compare and contrast:**
   - differences between England & Bermuda- climate, resources, size & development at that time- adaptation
   - Somers’ map- compare to present day map
<table>
<thead>
<tr>
<th>Module D Title: Environment</th>
<th>Sequence Reference: P4SS-D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Instructional Strategies:</strong></td>
<td><strong>Recommended Formative Assessment Strategies:</strong></td>
</tr>
<tr>
<td>Teachers will enhance instruction by utilizing the following:</td>
<td>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</td>
</tr>
<tr>
<td><strong>ELA objectives that may be considered for integration:</strong></td>
<td>• Writing assignments grades with rubrics – letters, diaries, newspaper article, historical fiction</td>
</tr>
<tr>
<td>Phonics, Spelling &amp; Vocabulary-</td>
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<tr>
<td>• Seek alternatives for overused words &amp; expressions.</td>
<td>• Class participation</td>
</tr>
<tr>
<td>Reading-</td>
<td>• Teacher observation</td>
</tr>
<tr>
<td>• Read newspaper reports &amp; consider how they engage the reader.</td>
<td>• Self-evaluation</td>
</tr>
<tr>
<td>• Recognise meaning in figurative language.</td>
<td>• Illustration: model, drawing, etc.</td>
</tr>
<tr>
<td>• Identify adverbs &amp; their impact on meaning.</td>
<td>• Oral presentation</td>
</tr>
<tr>
<td><strong>Writing-</strong></td>
<td>• Tests composed of questions representing various levels of thinking skills:</td>
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<tr>
<td>• Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.</td>
<td>- multiple choice</td>
</tr>
<tr>
<td>• Explore the layout and presentation of writing, to fit its purpose.</td>
<td>- essays</td>
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<tr>
<td><strong>Speaking and Listening-</strong></td>
<td>- short sentences</td>
</tr>
<tr>
<td>• Listen carefully in discussion, contributing relevant comments and questions.</td>
<td>- stimulus based</td>
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<tr>
<td><strong>IT objectives that may be considered for integration:</strong></td>
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<tr>
<td>• Use age appropriate applications to edit computer generated documents.</td>
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<td>• Format text using a word processor.</td>
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<td>• Use basic desktop publishing techniques.</td>
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<td>• Use graphics software tools.</td>
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<tr>
<td>• Identify/select appropriate tool for task.</td>
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<tr>
<td>• Use technology tools to collaborate with others to solve problems or present ideas.</td>
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<tr>
<td><strong>Science objectives that may be considered for integration:</strong></td>
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<tr>
<td>• Investigate how different animals are found in different habitats and are suited to the environment in which they are found</td>
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<td>• Use simple identification keys</td>
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<tr>
<td>• Recognize ways that human activity affects the environment</td>
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</tbody>
</table>
Module C Title: Environment  Sequence Reference: P4SS-D

**Summative Assessment:**
Assessments given at the end of a module where the data is used to generate grades.

- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives

**Special Resources:**
(materials, equipment & community involvement)

- Bermuda Bridges – PowerPoint presentation
- Bermuda Connections Kit
- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- computer
- Echoes of Bermuda’s Past
- fictional and non-fictional book stories
- globes
- library
- maps
- newspapers
- video tape (Bermuda Day Parade)
- websites

**References - Teacher:**

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- www.bnt.bm
- Bermudian magazine
- Dept. of Community and Cultural Affairs- www.communityandculture.bm
- Newspaper articles
- NIE
- St. George’s Foundation- www.stgeorgesfoundation.org
- Video tapes

**References - Student:**

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

**Glossary:**

1. **environment**
   - natural surroundings
2. **fauna**
   - animals of a particular region
3. **flora**
   - plants of a particular region
4. **hemisphere**
   - one half of Earth
5. **landform**
   - a shape or type of land
6. **landmark**
   - conspicuous object
7. **latitude**
   - the distance north or south of the Equator
8. **location**
   - particular place
9. **longitude**
   - the distance east or west of the Prime Meridian
10. **ocean current**
    - a fast moving stream of water in the ocean created by uneven heating of Earth’s surface
11. **trade winds**
    - winds that blow clockwise around the southern Atlantic Ocean
12. **volcano**
    - mountain or hill from which lava or steam escapes
APPENDIX
<table>
<thead>
<tr>
<th>Specific Strategies for Assessing Higher-Order Thinking</th>
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<tr>
<td><strong>To Assess How Well Students Can ...</strong></td>
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<tr>
<td>Focus on a question or identify the main idea</td>
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<td>Analyze arguments</td>
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<tr>
<td>Compare and contrast</td>
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<tr>
<td>Evaluate materials and methods for their intended purposes</td>
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<tr>
<td>Put unlike things together in a new way</td>
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<tr>
<td>Assess their own work</td>
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<tr>
<td>To Assess How Well Students Can ...</td>
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</table>
| Make or evaluate a deductive conclusion | Statement or premises | - Draw a logical conclusion and explain their reasoning  
  OR  
  - Select a logical conclusion from a set of choices  
  OR  
  - Identify a counter-example that renders the statement untrue |
| Make or evaluate an inductive conclusion | A statement or scenario and information in the form of a graph, table, chart, or list | - Draw a logical conclusion and explain their reasoning  
  OR  
  - Select a logical conclusion from a set of choices |
| Evaluate the credibility of a source | A scenario, speech, advertisement, Web site or other source of information | - Decide what portion of the information is believable, and explain their reasoning |
| Identify implicit assumptions | An argument, speech, or explanation that has some implicit assumptions | - Explain what must be assumed (taken for granted) in order for the argument or explanation to make sense  
  OR  
  - Select an implicit assumption from a set of choices |
| Identify rhetorical and persuasive strategies | A speech, advertisement, editorial, or other persuasive communication | - Identify elements of the communication that are intended to persuade, and explain why  
  - Identify any statements or strategies that are intentionally misleading, and explain why |
| Identify or define a problem | A scenario or problem description | - Identify the problem that needs to be solved  
  OR  
  - Identify the question that needs to be answered |
| Identify irrelevancies to solving a problem | A scenario or problem description that may include some irrelevant material | - Identify the elements that are relevant and irrelevant to solving the problem, and explain their reasoning |
| Describe and evaluate multiple solution strategies | A scenario or problem description | - Solve the problem in two or more ways  
  - Prioritize solutions and explain their reasoning |
<table>
<thead>
<tr>
<th>To Assess How Well Students Can ...</th>
<th>Provide This Kind of Material ...</th>
<th>And Ask Students To ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model a problem</td>
<td>A scenario or problem description</td>
<td>• Draw or diagram the problem situation</td>
</tr>
</tbody>
</table>
| Identify obstacles to solving a problem | A scenario or problem description | • Explain why the problem is difficult  
• Describe obstacles to solving the problem  
• Identify additional information needed for solving the problem |
| Reason with data                     | A text, cartoon, graph. Data table, or chart and a problem that requires this information for its solution | • Solve the problem and explain their reasoning |
| Use analogies                        | A scenario or problem description (and possibly a solution strategy) | • Solve the problem and explain how the solution would apply to other scenarios or problems  
OR • Explain how the solution would apply to other scenarios or problems |
| Solve a problem backward             | A scenario or problem description and a desired end state or solution | • Plan a strategy to get to the end state from the problem statement  
OR • Describe how to reason backward from the solution to the question |
| Think creatively                     | A complex problem or task that requires either brainstorming new ideas or reorganizing existing ideas or a problem with no currently known solution | • Produce something original  
OR • Organize existing material in new ways  
OR • Reframe a question or problem in a different way |

BALANCED ASSESSMENT PROCESS
(adapted from a workshop by Dr. John Brown from ASCD)

The teacher should use a “photo album” approach to assessing and evaluating student progress by using multi types of assessment instead of limited “snapshots”. Focus should be on continuous performance rather than isolated events.

KEY ELEMENTS:

1. **Constructed-Response Items on Tests and Quizzes** – Include on every test or quiz some form of short or extended performance task, e.g., writing, observation activity, comparative analysis.

2. **Reflective Assessments** – Encourage all students to reflect, revise, rethink and self-assess through such tools as reflective journals, think logs, evaluation activities, think-pair-share and KWL.

3. **Academic Prompts** – Structure performance assessment tasks using a written prompt that describes the format, audience, topic and purpose of the assessment activity.

4. **Culminating Performance Assessment Tasks and Projects** – At key points throughout the year, students demonstrate independently their growing knowledge, skills and understandings by engaging in reality-based projects with real world goals, roles, audiences, situations, products and performances and carefully-articulated standards.

5. **Portfolio Assessment** – A collection of student work that consists of representative artifacts as well as students’ self-reflections and self-evaluations of their formative and summative progress relative to identified standards.

1. **Constructed-Response Tests and Quiz Items**

   - Examine the following political cartoons. Write one paragraph analysis of how they reflect different perspectives (point of views) on the outcome of the recent election.

   - Write a postcard to a student who was absent during our study of how laws are made in Bermuda explaining the process and its importance.

   - Imagine that you are a reporter working during the time that cars were allowed on Bermuda’s roads for the general public. Write a brief news article summarizing the causes for this change of mind by the government and the effects it had on the economic, social and physical environments.

   - Create a PowerPoint slide that includes a minimum of four elements we studied during this unit.

2. **Reflective Assessments**

   - **Reflective Journals** – Students do in-class timed writings in which they reflect upon key aspects of that day’s lesson or their progress over the course of the current unit.

     - What were the most important elements of our lesson today?
     - How does what we learned today relate to our world beyond the classroom?
     - What aspects of the unit so far have been most clear to you?
     - Are there any unit elements to this point about which you are confused? Why?
**Think Logs** – Students are asked to reflect upon and evaluate the extent to which they understand and can use specific thinking skills, procedures, and/or habits of mind.

- During this unit we emphasized the thinking skill of classification. As we conclude this unit, how would you define “classification”? How well do you understand this skill? Are there any aspects of it with which you need help? Why?
- In our unit on the wreck of the Sea Venture, we emphasized the procedure of decision-making. How would you explain this procedure to a friend? How comfortable are you in applying this procedure now as we conclude our unit?

**Self-Assessment and Evaluation Activities**

- Before you turn in your research paper, use its rubric to self-evaluate your final product. Which aspects of your paper do you consider to be your strongest? For future projects, on which aspects of the research process do you need to improve? Why?
- We are all responsible for contributing to a community of learning in our classroom. Take some time now to reflect in your journal about your role in this process. What are your major contributions? In what ways, if any, might you improve next quarter? Why?

**Collaborative Evaluation Strategies**

Students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection.

- Listen to the following question about technology in our world: “What would happen if the Internet were to disappear tomorrow? How would our world change?” Think about this question and spend a few minutes individually brainstorming possible consequences. Then pair up with another student. Discuss your reactions together. Be prepared to share your responses with the rest of the class at the end of ten minutes.

- Peer Response Group Activity – Now that you have completed your initial draft of your persuasive essay, form peer response groups of two to three students. Each of you will read your draft to the other members of the group. Use our class rubric on persuasive writing to apply the P-Q-P process:
  - Praise – What did you particularly like and what was particularly effective about the essays of your partners?
  - Question – Are there any questions your partners’ essays raise?
  - Polish – Based upon the criteria in our rubric, are there any suggestions for revision that you can make?

3. **Academic Prompts**

Elements of an Effective Academic Prompt:

a. **FORMAT** – The form (letter, postcard, essay, debate) in which the student is to present their response to the prompt.
b. **AUDIENCE** – The individual or group to whom the response is to be addressed. The audience will determine the tone, approach, and voice to be adopted by the student.

c. **TOPIC** – The content upon which the student is to concentrate in generating their response to the prompt.

d. **PURPOSE** – The rationale or reason(s) to be addressed in generating the performance identified by the prompt.

Imagine that you are one of the survivors from shipwreck of the Sea Venture. Write a letter (format) to Sir Thomas Gates (audience) explaining why you would like to remain in Bermuda (topic) and not continue the journey to Jamestown (purpose).

Select one of the historical figures we have studied. Write a letter to the editor (format and audience) of a newspaper from the time period in which you present your views (purpose) about a significant issue or problem that dominated the era in which you lived and about which you had a deep concern (topic).

### 4. Culminating Performance Assessment Tasks and Projects

**G = Real-World Goal(s):** An effective project engages students in tasks that are reality-based and aligned with the types of activities engaged in by professionals in the field.

**R = Real-World Role(s):** A successful culminating project requires that students assume some form of authentic role other than that of “student”.

**A = Real-World Audience(s):** Performance-based culminating projects ask students to respond to an authentic audience, modifying their content and approach to accommodate the unique needs and expectations of that real or simulated individual or group.

**S = Authentic Situation(s):** Good projects always engage students in some form of reality-based problem solving, decision making, investigation, or invention process.

**P = Products and Performances:** An effective culminating task requires that students generate both a real-world product and present that product in some form of performance or presentation for the identified audience.

**S = Standards:** All effective projects include clearly articulated standards to be used to evaluate both final products and performances.

You and your family are thinking about embarking upon a trip across the Atlantic Ocean from England to Bermuda during the early 17th century. At the conclusion of your trip, you will be able to settle in a territory of your choice, if you and your relatives survive the journey. Your job, however, is to persuade the other members of your family that the potential benefits of the trip outweigh the potential hazards. Create a visual presentation for your family members in which you map out the route you propose, identifying potential hazards and problems that you may encounter together. Project how long the trip will take, the materials and
supplies you will need to gather, and problem solving strategies for addressing hazards that may arise. Based upon your knowledge of what awaits you at the end of the journey, convince your family members to take the chance and go on the trip with you. You will be evaluated on the accuracy of your presentation, its persuasiveness and its demonstration of your problem solving ability.

We have been asked to apply to become a part of a global Environmental Study on Ecosystems of which Bermuda is a part. Your findings will compare Bermuda with another country and be reported to a panel of experts from the National Science Foundation. Before we can undertake this comparison, we have to prove that we are knowledgeable about Bermuda’s flora and fauna, as well as about the scientific, ecological, social and economic problems confronting Bermuda and Portugal. We will form groups of three or four individuals from our class, each of which will create a report comparing some aspect of Bermuda and Portugal’s environment and what is happening there currently. Groups will be responsible for researching a particular question related to a key problem or issue. They will choose how to present their findings and conclusions to the NSF review panel. We will be evaluated on the accuracy of our findings, the thoroughness of our research and the originality of our presentation style and format.

5. Portfolio Assessment

Student work products and artifacts representing all facets of standards mastery

Self-selected work products and artifacts that demonstrate student self-knowledge and self-reflection

On-going reflections and analyses by student related to continuous Progress

Periodic self-evaluations using consensus-driven rubrics and related scoring tools

Adapted from Understanding by Design, Jay McTighe and Grant Wiggins
Authentic Learning for the 21st Century

Learning researchers have distilled the essence of the authentic learning experience down to 10 design elements, providing educators with a useful checklist that can be adapted to any subject matter domain.

1. **Real-world relevance**: Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic – and highly social – context mimicking “the ordinary practices of the disciplinary culture.

2. **Ill-defined problem**: Challenges cannot be solved easily by the application of an existing algorithm; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.

3. **Sustained investigation**: Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.

4. **Multiple sources and perspectives**: Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and requires students to distinguish relevant from irrelevant information in the process.

5. **Collaboration**: Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.

6. **Reflection (metacognition)**: Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.

7. **Interdisciplinary perspective**: Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.

8. **Integrated assessment**: Assessment is not merely summative in authentic activities but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.

9. **Polished products**: Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.

10. **Multiple interpretations and outcomes**: Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.

Educational researchers have found that students involved in authentic learning are motivated to persevere despite initial disorientation or frustration, as long as the exercise simulates what really counts - the social structure and culture that gives the discipline its meaning and relevance. The learning event essentially encourages students to compare their personal interests with those of a working disciplinary community. “Can I see myself becoming a member of this culture? What would motivate me? What would concern me? How would I work with the people around me? How would I make a difference?”

Example: Blueprint for Assessment on English Colonies, 1607-1750

<table>
<thead>
<tr>
<th>Content Outline</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
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<tbody>
<tr>
<td>Founding of English colonies</td>
<td>Identify names, dates, and events.</td>
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<td><strong>10 points, 10%</strong></td>
<td>10 points, 100%</td>
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<td>Government of English colonies</td>
<td>Define proprietary, royal, and self-governing.</td>
<td>Describe the function of governors and legislatures in each colony.</td>
<td>Explain how the governments of the colonies effectively foreshadowed and prepared colonists for the American Revolution.</td>
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<td><strong>25 points, 25%</strong></td>
<td>5 points, 20%</td>
<td>10 points, 40%</td>
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<td>10 points, 40%</td>
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<tr>
<td>Life in English colonies</td>
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<td>Describe the roles of religion, work, climate, and location in colonial life.</td>
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<td><strong>15 points, 15%</strong></td>
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<td>15 points, 100%</td>
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<tr>
<td>Relations with Native Americans</td>
<td>Identify names, dates, and events.</td>
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<td>Explain how colonial relations with Native Americans were influenced by land, food and resources, political events, and the French.</td>
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<td><strong>25 points, 25%</strong></td>
<td>5 points, 20%</td>
<td>5 points, 20%</td>
<td>20 points, 80%</td>
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<tr>
<td>Trade, commerce, and navigation</td>
<td>Identify goods and resources produced in the colonies. Define the mercantile theory of trade.</td>
<td>Describe British trade and navigation acts. Describe the triangular trade, including its role in slavery.</td>
<td>Explain how salutary neglect benefited all parties involved.</td>
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<td><strong>25 points, 25%</strong></td>
<td>5 points, 20%</td>
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<td>15 points, 60%</td>
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<td><strong>Total 100 points 100%</strong></td>
<td>25 points, 25%</td>
<td>30 points, 30%</td>
<td>20 points, 20%</td>
<td>25 points, 25%</td>
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Susan M. Brookhart, How To Assess Higher-Order Thinking Skills in your classroom (Virginia: ASCD, 2010).
Blueprint for Assessment on _________________________________

<table>
<thead>
<tr>
<th>Content Outline</th>
<th>Remember</th>
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Susan M. Brookhart, How To Assess Higher-Order Thinking Skills in your classroom (Virginia: ASCD, 2010).
What do historians do?

- Analyze primary sources
- Obtain and interrogate historical data from a variety of sources
- Support interpretations with historical evidence
- Analyze cause-and-effect relationships and multiple causation
- Analyze critically multiple sources of information
- Express themselves clearly orally and in writing

What do geographers do?

- Make a concise report
- Handle data
- Ask questions and find answers
- Make decisions about an issue
- Analyze material
- Organize themselves
- Think creatively and independently
- Communicate well
- Problem solve

What do economists do?

- study how society distributes resources, such as land, labor, raw materials, and machinery, to produce goods and services.
- conduct research,
- collect and analyze data,
- monitor economic trends,
- develop forecasts on a wide variety of issues, including energy costs, inflation, interest rates, exchange rates, business cycles, taxes, and employment levels, among others.

What do political scientists do?

- is an expert on the history, development, and applications of public policies and international relations
- conduct research and surveys on public opinion,
- advise politicians and important government officials
- provide commentary on policy decisions
Education for Sustainability

The education for sustainability framework (EfS) as advocated by the Cloud Institute (www.cloudinstitute.org) states that students should learn (know) and act upon (do) the following:

**Cultural Preservation and Transformation** –
Know: How the preservation of cultural histories and heritages, and the transformation of cultural identities and practices, contribute to sustainable communities.
Do: Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.

**Responsible Local/Global Citizenship** –
Know: The rights, responsibilities, and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities.
Do: Student will assume their roles of leadership and participation.

**The Dynamics of Systems and Change** –
Know: Fundamental patterns of systems including growth, decline, and vacillation. Students will know and understand the dynamic nature of complex living systems and change over time.
Do: They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect the future.

**Sustainable Economics** –
Know: The evolving theories and practices of economics and the shift toward integrating economic, natural, and social systems, to support and maintain life on the planet. Students will know and understand 21st century economic practices.
Do: Students will produce and consume in ways that contribute to the health of the financial, social, and natural capital.

**Healthy Commons** –
Know: That upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).
Do: Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities, and actions to care for the Commons.

**Living Within Ecological/Natural Laws and Principles** –
Know: The laws of nature and science principles of sustainability. Student will see themselves as interdependent with each other, all living things, and natural systems.
Do: Students will be able to put their knowledge and understanding to use in the service of their lives, their communities, and the places in which they live.

**Inventing and Affecting the Future** –
Know: The vital role of vision, imagination, and intention in creating the desired future.
Do: Students will design, implement, and assess actions in the service of their individual and collective visions.

**Multiple Perspectives** –
Know: The perspectives, life experiences, and cultures of others, as well as our own.
Do: Students will know, understand, value, and draw from multiple perspectives to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

**A Sense of Place** –
Know: The strong connection to the place in which one lives.
Do: Students will recognize and value the interrelationships between the social, economic, ecological, and architectural history of that place and contribute to its continuous health.

Self/Peer Checklist for Students
HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE

PROFILE OF: ___________________________________

COMPILED BY: __________________________________
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BRAINSTORMING TOOL
INTEGRATING SOCIAL STUDIES, IT AND ENGLISH:
Level ____

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ACTIVITY/NOTES:
Social Studies Module: _____

Make connections with Social Studies and other disciplines including the Arts.

Big Idea
The teacher has created learning opportunities so the student can -

**Module A - Society and Culture:**
- H1a Create, use or interpret a tiered timeline or graphic organiser.
- H1b Place information in proper sequence, e.g. order of occurrence or order of importance.
- H2a Define and give examples of key vocabulary words, terms and concepts.
- H2b Use appropriate sources to gain meaning of essential terms.
- H2c Collect supporting evidence from primary sources.
- H2d Analyse year level appropriate sources.
- H3a Recognise instances in which more than one interpretation of factual material is valid.
- H3b Compare and contrast differences in the retelling of historical events, such as the first settlement, from different perspectives.
- H3c Demonstrate an understanding that people in different times and places view the world differently.
- G2a Describe Bermuda’s industries in relationship to its location and availability of resources.
- C2b Explain the relevance of historical personalities, e.g. explorers, Sea Venture survivors and early settlers.

**Module B - Politics and Law:**
- C1a Describe the structure of Bermuda’s government
- C1b Explain the function of government
- C1c Explain how government has changed over time.
- C2a Identify and understand the importance of citizenship traits.
- H4a Explain how the early governance of Bermuda influenced its development 1612-1619.

**Module C - Economy and Technology:**
- E1a Describe the role of money, banking and savings in everyday life.
- E1b Describe and explain how money makes it easier to trade, borrow, save, invest and compare the value of goods and services.
- E1c Describe the development of the main economic activities in Bermuda to 1684.
- E1d Identify various types of payments that can be made to an investor, like property shares.
- E3a Describe how technology affects people’s lives and how the community operates.
- H1a Create a tiered timeline and/or graphic organiser.
- H3a Recognise instances in which more than one interpretation of factual material is valid.
- H3b Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives.

**Module D - Environment:**
- G1a Create and interpret maps of Bermuda and the world, using the 8 cardinal directions, symbols and simple legends.
- G1b Identify and describe major landforms and water bodies in Bermuda.
- G1c Identify and locate Bermuda, the continents, the Caribbean, the Azores and Great Britain on a map.
- G2a Describe Bermuda’s early industries in relation to its location and availability of resources.
- H5a Connect the economic changes in 16th century Europe to the discovery of Bermuda.