

# Primary School Curriculum

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## Social Studies (SS) Primary 5 2012

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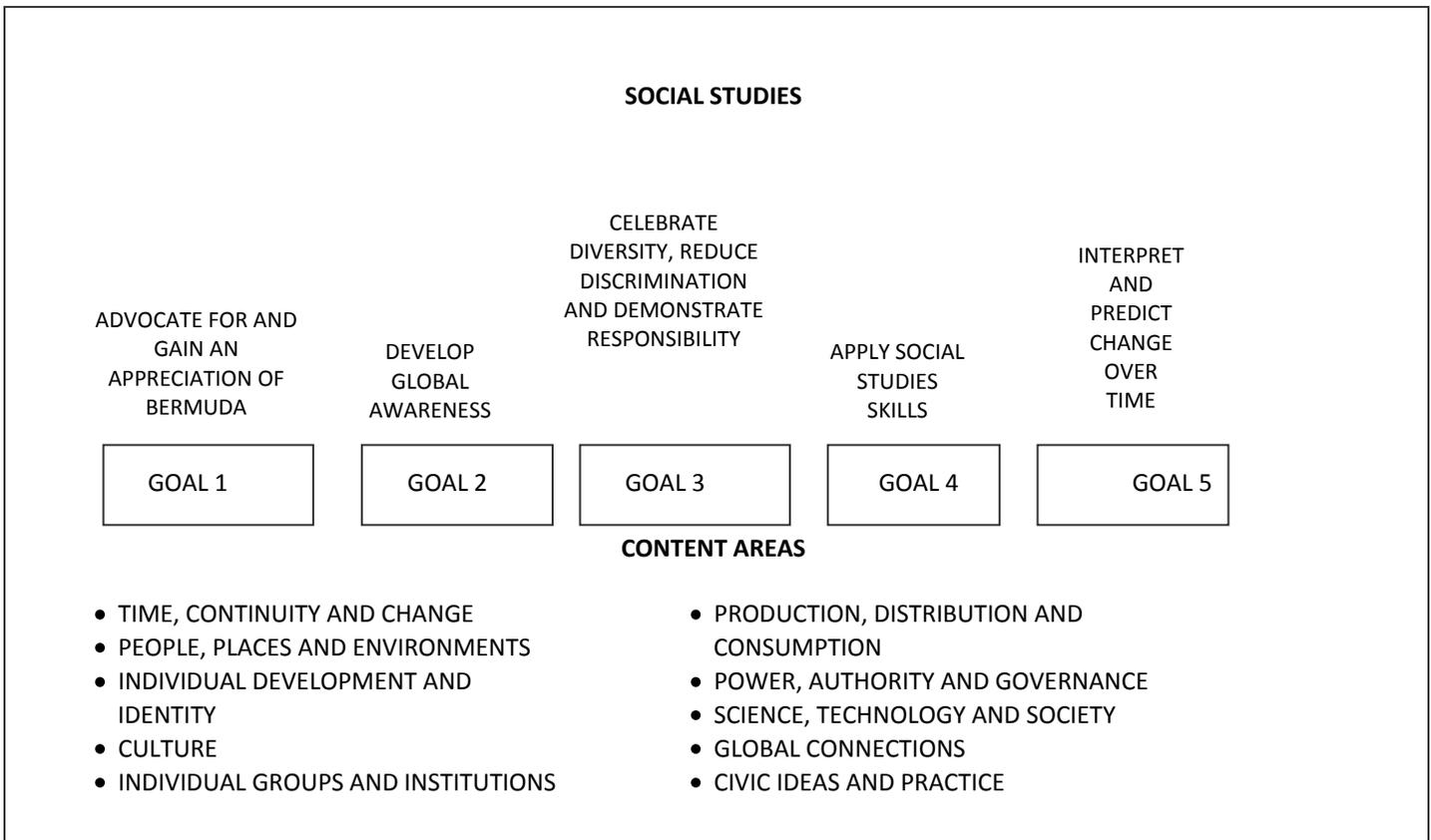
(includes June 2012 Performance Standards updates)

MINISTRY OF EDUCATION  
Bermuda  
2012



## 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  
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.

**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 CIE English objectives that can be used when you are creating your learning activities for the Bermuda Social Studies curriculum at your year level.

P5	P5	P5
Phonics, Spelling & Vocabulary	Reading	Writing
<ul style="list-style-type: none"> <li>• Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.</li> <li>• Use dictionaries efficiently and carry out ICT spell checks.</li> <li>• Collect synonyms and opposites and investigate shades of meaning.</li> <li>• Use a thesaurus to extend vocabulary and the choice of words.</li> <li>• Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Use effective strategies for learning new spellings and misspelt words.</li> <li>• Investigate spelling patterns for pluralisation.</li> <li>• Extend earlier work on prefixes and suffixes, recognizing that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.</li> <li>• Investigate ways of creating opposites and comparatives.</li> <li>• Revise grammatical homophones.</li> <li>• Use known spellings to work out the spelling of related words.</li> <li>• Identify word roots and derivations to support spelling and vocabulary.</li> <li>• Investigate the origin and appropriate use of idiomatic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the point of view from which a story is told.</li> <li>• Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Look for information in non-fiction texts to build on what is already known.</li> <li>• Locate information confidently and efficiently from different sources.</li> <li>• Skim-read to gain overall sense of a text and scan for specific information.</li> <li>• Develop note-making to extract key points and to group and link ideas.</li> <li>• Explore the features of texts which recount events and experiences, e.g. diaries.</li> <li>• Understand the use of impersonal style in explanatory texts.</li> <li>• Compare writing that informs and persuades.</li> <li>• Learn how dialogue is set out and punctuated.</li> <li>• Understand the difference between direct and reported speech.</li> <li>• Understand conventions of standard English, e.g. agreement of verbs.</li> <li>• Discuss metaphorical expressions and figures of speech .</li> <li>• Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Read and perform narrative poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Review, revise and edit writing in order to improve it, using ICT as appropriate.</li> <li>• Write new scenes or characters into a story, or write from another viewpoint.</li> <li>• Choose words and phrases carefully to convey feeling and atmosphere.</li> <li>• Use imagery and figurative language to evoke imaginative response.</li> <li>• Write a play-script, including production notes to guide performance.</li> <li>• Make notes for different purposes, using simple abbreviations and writing 'in your own words'.</li> <li>• Understand the use of notes in writing 'in your own words'.</li> <li>• Map out writing to plan structure, e.g. paragraphs, sections, chapters.</li> <li>• Records ideas, reflections and predictions about books, e.g. in a reading log.</li> <li>• Write non-chronological reports and explanations.</li> <li>• Evaluate own and others' writing.</li> <li>• Draft and write letters for real purposes.</li> <li>• Write a commentary on an issue, setting out and justifying a personal view.</li> <li>• Practise proof-reading and editing writing for clarity and correctness.</li> <li>• Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences.</li> <li>• Use pronouns making clear to what or to whom they refer.</li> <li>• Maintain a consistent viewpoint when writing.</li> <li>• Use a more specialized vocabulary to match the topic.</li> <li>• Begin to attempt to establish links between paragraphs using adverbials.</li> </ul>

**P5**

**Speaking & Listening**

- Talk confidently in extended turns and listen purposefully in a range of contexts.
- Describe events and convey opinions with increasing clarity and detail.
- Shape and organise ideas clearly when speaking to aid listener.
- Recall and discuss important features of a talk, possibly contributing new ideas.
- Ask questions to develop ideas and extend understanding.
- Prepare and present an argument to persuade others to adopt a point of view.
- Begin to adapt non-verbal gestures and vocabulary to suit content and audience.
- Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.
- Take different roles and responsibilities within a group.

## Working with Bloom's Taxonomy in Mind

Level	Definition Of Level	Teacher Roles	Student Roles	Process Verbs				Student Products	
<b>s y n t h e s i s</b>	Putting together constituent elements, or parts, to form a whole requiring original, creative thinking.	reflects, extends, analyzes, evaluates	discusses, generalizes, relates, compares, contrasts, abstracts, actively participates	compose assemble manage pretend arrange organize generalize compile forecast modify combine	systematize propose construct hypothesize prepare develop originate generate predict formulate reorganize	set up design blend create produce revise predict concoct infer suppose improve	act role play devise collect invent write plan show imagine	story design solution new game multi-media production pantomime newspaper advertisement radio event	plan song video poem formula machine goal play cartoon invention painting collage
<b>e v a l u a t i o n</b>	Judging the values of ideas, materials & methods by developing & applying standards & criteria.	clarifies, accepts, harmonizes, guides, referees	Judges, disputes, develops, actively participates	validate predict assess defend prioritize tell why evaluate debate justify	compare measure choose conclude deduce recommend discriminate use criteria determine	appraise value probe argue decide estimate criticize select support	judge rate score revise infer rank award reject	investigation opinion survey debate conclusion editorial cartoon recommendation evaluation judgment	critique verdict report editorial scale review panel rubric
<b>a n a l y s i s</b>	Breaking information down into its constituent elements.	probes guides evaluates acts as a resource questions organizes dissects	discusses, uncovers, lists, actively participates	question research appraise examine probe separate inquire arrange calculate	distinguish experiment Sequence interpret compare inventory scrutinize discriminate differentiate investigate	test analyze diagram contrast dissect categorize point out classify organize discover	group order sort solve survey relate deduce sift detect	diagram investigation graph conclusion category questionnaire illustration inventory spreadsheet checklist	chart outline list plan summary survey database mobile abstract report
<b>a p p l i c a t i o n</b>	Using methods, concepts, principles, and theories in new situations.	shows facilitates observes evaluates organizes questions	solves problems, demonstrates use of knowledge, constructs, actively participates	teach exhibit illustrate calculate sketch interpret prepare make practice	experiment manipulate interview paint change translate produce compute demonstrate	employ schedule collect record dramatize construct sequence list	use show solve relate operate apply adapt	prediction demonstration photograph illustration simulation sculpture experiment interview performance presentation	puzzle drawing report diorama poster diagram lesson model journal map
<b>c o m p r e h e n s i o n</b>	Understanding of information given.	listens, questions, compares, contrasts, examines, demonstrates	explains, translates, demonstrates, interprets, actively participates	restate locate retell research convert annotate explain	give examples expand upon recognize account for summarize paraphrase	express discuss identify calculate describe report outline	give main idea list tell review observe	quiz definition Fact worksheet reproduction scrapbook	label list test workbook diary
<b>k n o w l e d g e</b>	Recall or recognition of specific information.	directs, tells, shows, examines, questions, evaluates	responds, absorbs, remembers recognizes, passive, recipient	define name record match select cite	underline distinguish memorize reproduce give examples	recite choose describe list relate show	group quote repeat label recall sort	fact worksheet workbook reproduction label	list test quiz

Adapted from: Teaching and Learning Through Multiple Intelligences, by Linda Campbell, et al.,1992. Rubrics for Elementary Assessment © Nancy Osborne.

## Multiple Intelligences: Learning Strategies and Activities

Linguistic	Logical	Kinesthetic	Visual/Spatial	Musical	Interpersonal	Intrapersonal
<ul style="list-style-type: none"> <li>- Write journals</li> <li>- Keep learning logs</li> <li>- Create portfolio</li> <li>- Do word processing</li> <li>- Write newspaper articles</li> <li>- Engage in discussions &amp; debates</li> <li>- Tell stories</li> <li>- Write poems, myths, legends, short plays</li> <li>- Relate a short play or novel to .....</li> <li>- Lead a class discussion on .....</li> <li>- Give presentation</li> <li>- Create a talk show or radio program</li> <li>- Write an instruction booklet, newsletter, or dictionary</li> <li>- Write essay reviewing project</li> <li>accomplishments</li> <li>- Invent slogans</li> <li>- Make an audio tape</li> <li>- Do an interview</li> <li>- Write or e-mail a letter</li> </ul>	<ul style="list-style-type: none"> <li>- Use scoring sheets</li> <li>- Make/solve games &amp; puzzles</li> <li>- Write an outline</li> <li>- Plan strategically</li> <li>- Translate into mathematical formulas</li> <li>- Do timelines</li> <li>- Design &amp; conduct an Experiment</li> <li>- Make a strategy game</li> <li>- Make a calendar</li> <li>- Interpret data</li> <li>- Hypothesize about ...</li> <li>- Create a story</li> <li>- Problem</li> <li>- Write a computer program</li> <li>- Categorize facts &amp; information</li> <li>- Set up a lab project</li> <li>- Describe the symmetry of ...</li> <li>- Use inductive or deductive reasoning</li> <li>- Select &amp; use technology</li> </ul>	<ul style="list-style-type: none"> <li>- Create exhibits</li> <li>- Demonstrate a process</li> <li>- Use manipulatives</li> <li>- Create a simulation</li> <li>- Role play</li> <li>- Engage in creative Movement</li> <li>- Rehearse &amp; perform a play</li> <li>- Pantomime</li> <li>- Choreograph a dance</li> <li>- Put on a skit</li> <li>- Do reader's theatre</li> <li>- Invent a game</li> <li>- Make task or puzzle</li> <li>- Cards</li> <li>- Build or construct a model</li> <li>- Plan &amp; attend a field Trip</li> <li>- Create &amp;/or participate in Olympic style events</li> <li>- Devise a scavenger hunt</li> <li>- Sculpt</li> <li>- Design a product</li> <li>- Take part &amp;/or put together a mechanical device</li> <li>- Select &amp; use technology</li> </ul>	<ul style="list-style-type: none"> <li>- Make analyze charts/graphs</li> <li>- Make word web</li> <li>- Make Venn diagrams</li> <li>- Do a timeline</li> <li>- Construct models</li> <li>- Develop a photographic essay</li> <li>- Make a map</li> <li>- Make a collage</li> <li>- Do an art project</li> <li>- Create a slide show, film, videotape, advertisement or photo album</li> <li>- Design a poster, bulletin board, comic strip or mural</li> <li>- Visualize</li> <li>- Create a demonstration</li> <li>- Develop architectural drawings</li> <li>- Colour code a process</li> <li>- Invent a board or card game</li> <li>- Illustrate, draw, paint, sketch or sculpt</li> <li>- Select &amp; use technology</li> </ul>	<ul style="list-style-type: none"> <li>- Write lyrics &amp; compose music</li> <li>- Use music to aid memory</li> <li>- Create rhythmic patterns</li> <li>- Sing a rap or a song that explains ....</li> <li>- Determine rhythmical patterns</li> <li>- Give presentations using musical accompaniment</li> <li>- Explain how two songs are the same &amp; different</li> <li>- Present a short class musical</li> <li>- Make an instrument &amp; demonstrate it</li> <li>- Create a musical game</li> <li>- Collect &amp; present songs</li> <li>- Write a new ending to a song</li> <li>- Play instruments</li> <li>- Use technology to create music</li> <li>- Collect &amp; present music using a theme</li> </ul>	<ul style="list-style-type: none"> <li>- Do peer review, deciding criteria together</li> <li>- Work in collaborative groups</li> <li>- Do peer or cross-age Tutoring</li> <li>- Use leadership skills</li> <li>- Create &amp; implement group rules</li> <li>- Conduct a class Meeting</li> <li>- Identify &amp; assume a role</li> <li>- Organize or participate in a group</li> <li>- Use conflict resolution strategies</li> <li>- Engage in peer mediation</li> <li>- Accommodate learning differences</li> <li>- Be a mentor or Mentee</li> <li>- Discuss regional, global or cultural issues</li> <li>- Use internet to discuss global issues</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in self-assessment activities</li> <li>- Use reflective journals to track learning</li> <li>- Devise personal goals</li> <li>- Describe own learning style</li> <li>- Organize own portfolio &amp; write or fill out learning summary</li> <li>- Manage self-directed Projects</li> <li>- Describe personal Qualities</li> <li>- Explain personal Philosophies</li> <li>- Use emotional Processing</li> <li>- Describe personal Values</li> <li>- Use self-directed learning</li> <li>- Explain purpose in studying</li> <li>- Explain intuitive Hunches</li> <li>- Receive feedback</li> <li>- Write an Autobiography</li> <li>- Maintain log of personal reflections</li> </ul>

Adapted from: Teaching and Learning Through Multiple Intelligences, by Linda Campbell, et al.,1992. Rubrics for Elementary Assessment © Nancy Osborne.

**PRIMARY SCHOOL  
PHASE B OVERVIEW**

**Subject Title:** Social Studies

**Subject Code:** P5 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 FIVE (P5) 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:

<ul style="list-style-type: none"> <li>• <b>Performance Assessment</b> - After dinner conversations, historical interviews, decision-making, playing with scale, etc.</li> </ul>	<b>25%</b>
<ul style="list-style-type: none"> <li>• <b>Product Assessment</b> - Personalising events, surveys, newspapers, one-page plays, brochures, time lines, poetry &amp; song writing, posters, what happens next, rewrite a scene or chapter from the point of view of a specific character, flow charts, models, mapping, collages, computer generated products, etc.</li> </ul>	<b>45%</b>
<ul style="list-style-type: none"> <li>• <b>Written Assessment</b> - 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.</li> </ul>	<b>15%</b>
<ul style="list-style-type: none"> <li>• <b>Final End of Year exam</b> - Test on the entire curriculum: selected constructed &amp; extended responses including essay writing to evaluate students' understanding of key concepts, vocabulary, skills &amp; knowledge.</li> </ul>	<b>15%</b>
<b>Total</b>	<b>100%</b>

**MATERIALS OF INSTRUCTION (Adopted Text)**

Ministry of Education, Bermuda Five Centuries for young people, Panatel, 2009  
 Ministry of Community and Cultural Affairs, Bermuda Connections Kit. Smithsonian Institute, 2004  
 Ministry of Education, The Bermuda Atlas, Macmillan, 2007  
Map Champ Atlas. Chicago, Illinois: Nystrom, 2001  
World Atlas. Chicago, Illinois: Nystrom, 2002

**PHASE B OUTLINE**

<b>P4</b> <b>Module Titles A - D</b> <b>1505-1684</b>	<b>P5</b> <b>Modules Titles A – D</b> <b>1700-1918</b>	<b>P6</b> <b>Modules Titles A – D</b> <b>1920-present</b>
<p><b>A. Society and Culture ..... 8</b></p> <ul style="list-style-type: none"> <li>- early visitors</li> <li>- Sea Venture shipwreck</li> <li>- first settlers</li> </ul> <p><b>B. Politics and Law ..... 8</b></p> <ul style="list-style-type: none"> <li>- early governance</li> <li>- early problem solving</li> <li>- corporate to Crown colony</li> </ul> <p><b>C. Economy and Technology..... 8</b></p> <ul style="list-style-type: none"> <li>- economic activities to 1684</li> <li>- economic divisions of island</li> <li>- organization of trade &amp; labour</li> <li>- early transportation</li> </ul> <p><b>D. Environment .....8</b></p> <ul style="list-style-type: none"> <li>- Bda origins</li> <li>- significance of location</li> <li>- physical geography</li> <li>- geographic influence</li> <li>- compare &amp; contrast</li> </ul>	<p><b>A. Society and Culture ..... 8</b></p> <ul style="list-style-type: none"> <li>- tiered timeline &amp; brief overview of main local &amp; global events, such as Gunpowder Plot 1775, Dockyard 1809, Amer. Civil War 1861-5, Boer War 1901 &amp; WWI 1914</li> <li>- identify main personalities &amp;/or organisations</li> </ul> <p><b>B. Politics and Law ..... 8</b></p> <ul style="list-style-type: none"> <li>- capital moves 1793</li> <li>- Gov. org. &amp; its function to 1833</li> <li>- emancipation 1834 &amp; changing status of Blacks</li> <li>- Friendly Societies</li> <li>- Citizenship (local/global)</li> <li>- Black representation (WHT Joell 1883)</li> <li>- Coat of Arms</li> </ul> <p><b>C. Economy and Technology..... 8</b></p> <ul style="list-style-type: none"> <li>- agriculture (Reid &amp; the Portuguese)</li> <li>- shipping &amp; blockade running</li> <li>- labour issues</li> <li>- tourism begins</li> <li>- advances in transportation &amp; technology</li> </ul> <p><b>D. Environment ..... 8</b></p> <ul style="list-style-type: none"> <li>- landscape changes to 1918</li> <li>- land use</li> <li>- increased population effects</li> <li>- issues &amp; solutions</li> </ul>	<p><b>A. Society and Culture ..... 8</b></p> <ul style="list-style-type: none"> <li>- tiered timeline &amp; brief overview of main local &amp; global events such as, unionism, effects of WWII 1939, Theatre Boycott 1959, Party politics 1963</li> <li>- identify main personalities &amp;/or organisations</li> </ul> <p><b>B. Politics and Law ..... 8</b></p> <ul style="list-style-type: none"> <li>- HR petition to UK 1946 (Dr.Gordon, W.L. Joell)</li> <li>- desegregation from 1959</li> <li>- CUAS 1963</li> <li>- Constitution 1968 &amp; amendments to 2003</li> <li>- how laws are made &amp; amended</li> <li>- further changes to voting &amp; constituencies</li> <li>- civil unrest after 1960 to 2002</li> </ul> <p><b>C. Economy and Technology.....8</b></p> <ul style="list-style-type: none"> <li>- tourism after WWII</li> <li>- International cos. &amp; banking</li> <li>- sterling to dollars 1970</li> <li>- increase in immigration</li> <li>- unions</li> <li>- transportation &amp; technology</li> </ul> <p><b>D. Environment ..... 8</b></p> <ul style="list-style-type: none"> <li>- Environ laws &amp; problems after 1920</li> <li>- introduced flora &amp; fauna</li> <li>- Dr. Beebe 1930s, Mowbray &amp; Wingate</li> <li>- sustainable development</li> </ul>
Subtotal ..... 32 Optional Weeks ..... <u>4</u> Total Weeks ..... 36	Subtotal ..... 32 Optional Weeks ..... <u>4</u> Total Weeks ..... 36	Subtotal ..... 32 Optional Weeks ..... <u>4</u> Total Weeks ..... 36

# MODULE - A

# SOCIAL STUDIES

**Module Title:** Society and Culture – Development  
Under the Crown 1700-1918  
**Time allotted:** 8 weeks

**Sequence Reference:** P5 SS-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

## Goal & Subgoal Emphasis & 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.

### 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 standards:

#### History

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

**H2** students will produce evidence that demonstrate their ability to use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.

**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.

#### Civics

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

#### Possible Essential Questions:

- How do global issues influence national interests?
- To what extent is there interconnectedness with Bermuda and world events?
- To what degree were specific personalities influential in affecting the outcomes?

### Assessment Indicators:

### Curriculum Objectives & Content Detail:

**The students will produce evidence that demonstrate their ability to:**

**SS.P5.H1a** Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations.

**SS.P5.H1b** Explain the sequence and relationship of events. *(H1: chronology understanding) – I & II*

**SS.P5.H2a** Recognise and understand an increasing number of social studies terms.

**SS.P5.H2b** Form a simple organisation of key ideas related to a topic.

**SS.P5.H2c** Collect supporting evidence from primary and secondary sources.

*(H2: communicate, using appropriate language and medium, the findings and analysis of one's research) – I & II*

**SS.P5.H5a** Evaluate the extent global events have affected Bermuda in the past &/or the present.

*(H6: evaluate effects of interconnectedness) - I*

**SS.P5.C2b** Explain the significance of Bermuda's political symbols and personalities.

*(C2: name & explain relevancy) - II*

#### **Student outcome:**

At the end of this module the student will have an overview of Bermuda's past global role to 1918 and some of the major players.

**At the end of this module, students will:**

- I. Explain the global connections on the tiered time line on pages 39 and 69, using dates and vocabulary relating to their interconnectedness, e.g.:
  - Gunpowder Plot 1775 – American War for Independence.
  - Building of Dockyard 1809 - continued hostilities between England & USA.
  - American Civil War 1861-5 – Blockade running.
  - Boer War 1901 – prisoners of war on islands in the Great Sound.
  - World War I 1914-8 – Bermudian volunteers.
- II. Identify major personalities of the time period & evaluate the importance of their deeds – Jemmy Darrell, Vice-Admiral Sir George Murray, Jacob Minors, Mary Prince, Joshua Marsden, Col. Henry Tucker, James Athill, Joseph Stockdale, Gov. Reid, William Henry Thomas Joell, Princess Louise.

Module Title: Society and Culture	Sequence Reference: P5 SS-A
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<p><b>Teachers will enhance instruction by utilising the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension</b> questions on pages 56, 70, 82 &amp; 89.</li> <li>• Chart <b>cause &amp; effect</b>.</li> <li>• Illustrate understanding of <b>change over time</b> through speaking and writing</li> <li>• Paraphrasing &amp; Summarising.</li> <li>• Field visits to digitally record artefacts of events or to create a photographic time line with web links.</li> </ul> <p><b>ELA objectives that may be considered for lesson plans:</b></p> <p><i>Phonics, Spelling &amp; Vocabulary-</i></p> <ul style="list-style-type: none"> <li>• Use dictionaries efficiently and carry out ICT spell checks.</li> <li>• Use a thesaurus to extend vocabulary and the choice of words.</li> </ul> <p><i>Reading-</i></p> <ul style="list-style-type: none"> <li>• Look for information in non-fiction texts to build on what is already known.</li> <li>• Locate information confidently and efficiently from different sources.</li> <li>• Develop note-making to extract key points and to group and link ideas.</li> </ul> <p><i>Writing-</i></p> <ul style="list-style-type: none"> <li>• Review, revise and edit writing in order to improve it, using ICT as appropriate.</li> <li>• Make notes for different purposes, using simple abbreviations &amp; writing ‘in your own words’.</li> <li>• Understand the use of notes in writing ‘in your own words’.</li> </ul> <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> <li>• Describe events and convey opinions with increasing clarity &amp; detail.</li> <li>• Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Recall and discuss important features of a talk, possibly contributing new ideas.</li> </ul> <p><b>IT objectives that may be considered for lesson plans:</b></p> <ul style="list-style-type: none"> <li>• Create manage computer generated documents.</li> <li>• Use age appropriate applications to create and edit computer generated documents.</li> <li>• Use graphics software tools.</li> <li>• Use basic presentation software tools.</li> </ul>	<p><b>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</b></p> <ul style="list-style-type: none"> <li>• Writing assignments using rubrics</li> <li>• Class observation</li> <li>• Teacher observation</li> <li>• Self-evaluation</li> <li>• Digital product</li> <li>• Oral presentation</li> <li>• Tests composed of questions representing various levels of thinking skills: <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- essays</li> <li>- short sentences</li> <li>- stimulus based</li> </ul> </li> </ul>
<b>Summative Assessment:</b>	
<p><b>Assessments given at the end of a module or unit of study where the data is used to generate grades.</b></p> <ul style="list-style-type: none"> <li>○ Tests – multiple choice, essays, short answers, stimulus based questions</li> <li>○ Historical performance, product and presentations (see rationale page)</li> </ul> <p><b>Note:</b> essays can be informational, non-chronological reports, plays. Persuasive writing, commentary, memoir, explanatory texts, narratives, letters, biographical piece.</p>	

## Special Resources:

(materials, equipment & community involvement)

- Bermuda Five Centuries
- Bermuda Connections Kit
- Bermuda Millennium Historical Film Series
- websites
- computer
- Bermuda historical sites
- library
- newspapers & magazines
- non-fictional book stories

### References - Teacher:

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

### References - Student:

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

### Glossary:

1. **interconnect** connect with each other.
2. **independence** not relying on other countries or people for support.
3. **peace treaty** an agreement between countries or governments.
4. **General George Washington** became the first president of the new country called the United States of America (U.S.A.) in 1789.
5. **Queen Victoria** ruled Britain from 1837 to 1901.
6. **expand** something that grows bigger or wider.
7. **madeira** is a Portuguese archipelago north of the Canary Islands and south of the Azores in the north Atlantic Ocean.
8. **civil war** a war between two groups within the same country.

# MODULE - B

# SOCIAL STUDIES

**Module Title:** Politics and Law –Governance under the Crown 1684-1918

**Sequence Reference:** P5 SS-B

**Time allotted:** 8 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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## Goal & Subgoal Emphasis & 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.

**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:**

**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.  
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.

**History**

**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:**

- What determines how institutions use power and authority?
- Why does government within a society inevitably affect the citizens within it?
- How do societies define and put into practice lines of authority?
- How do we impact our community?

## Assessment Indicators:

## Curriculum Objectives & Content Detail:

The students will produce evidence that demonstrate their ability to:

**SS.P5.C1a** Explain the function & organisation of government.

**SS.P5.C1b** Describe how controversies can be resolved in Bermuda's Parliamentary democracy.

*(C3: understands government's function, organization & the Parliamentary process in 1834)- I, II & IV*

**SS.P5.C2a** Explain how the post emancipation period was influenced by the culture of enslavement.

**SS.P5.C2b** Explain the significance of Bermuda's political symbols and personalities.

*(C2: relationship between culture ,identity & symbolism) – I, II, III, V, VI & VII*

**SS.P5.H3a** Understand the difference between fact and opinion.

**SS.P5.H3b** Draw inferences from factual information.

*(H3: factual information) – I, III & VI*

### Student outcome:

At the end of this module the student will understand how political changes affect the everyday lives of people.

At the end of this module, students will:

- I. Describe how emancipation changed the lives of enslaved people in Bermuda.
  - How it came about
  - What were the conditions
  - When it happened
  - Extent to which things changed and remained the same (Ch. 6 & 8)
- II. Identify and explain the new obstacles
- III. Explain how the newly freed blacks addressed some of the issues that arose after emancipation. (social, political & economic, including The Enterprise)
- IV. Describe the organisation of government during the period 1834-1918 and how it functioned
- V. Identify and explain the main political symbols-coat of arms, Bermuda flag & Sessions House
- VI. Compare the role and responsibilities of a citizen of Bermuda in 1900 with the present. Explain the similarities and differences?
- VII. Give the reason(s) for changing the location of Bermuda's capital to Hamilton City. Do you agree or disagree and why?

<b>Module Title:</b> Politics and Law	<b>Sequence Reference:</b> P5 SS-B
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<p><b>Teachers will enhance instruction by utilising the following:</b></p> <ul style="list-style-type: none"> <li>• Learning <b>comprehension</b> activities: see pp 51 &amp; 62</li> <li>• <b>Compare</b> chapter 6 with chapter 8- before &amp; after emancipation</li> <li>• Have a <b>mock election</b> to resolve an issue of difference.</li> <li>• <b>Debate</b> an issue in accordance with democratic principles and in historical context</li> <li>• Write a <b>letter</b> to the editor, an organization or official to make a complaint and suggest a solution(s) or to solve a community issue of the latter half of the 19<sup>th</sup> century.</li> <li>• Show a video to stimulate discussion</li> <li>• Understand the characteristic features of the periods studied, including the ideas, beliefs, attitudes &amp; experiences of men, women &amp; children in the past.</li> </ul> <p><b>ELA objectives that may be considered for lesson plans:</b></p> <p><i>Phonics, Spelling &amp; Vocabulary-</i></p> <ul style="list-style-type: none"> <li>• Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Use effective strategies for learning new spellings &amp; misspelt words.</li> </ul> <p><i>Reading-</i></p> <ul style="list-style-type: none"> <li>• Identify the point of view from which the story is told.</li> <li>• Read &amp; evaluate non-fiction texts for purpose, style, clarity &amp; organization.</li> <li>• Note the use of persuasive devices, words &amp; phrases in print &amp; other media.</li> </ul> <p><i>Writing-</i></p> <ul style="list-style-type: none"> <li>• Write new scenes or characters into a story, or write from another viewpoint.</li> <li>• Write a commentary on an issue, setting out and justifying a personal view.</li> <li>• Write non-chronological reports &amp; explanations.</li> </ul> <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> <li>• Talk confidently in extended turns &amp; listen purposefully in a range of contexts.</li> <li>• Begin to adapt non-verbal gestures &amp; vocabulary to suit content &amp; audience.</li> <li>• Ask questions to develop ideas and extend understanding.</li> </ul> <p><b>IT objectives that may be considered for lesson plans:</b></p> <ul style="list-style-type: none"> <li>• Create manage computer generated documents.</li> <li>• Use age appropriate applications to create and edit computer generated documents.</li> <li>• Use graphics software tools.</li> <li>• Use basic presentation software tools.</li> </ul>	<p><b>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</b></p> <ul style="list-style-type: none"> <li>• Writing assignments using rubrics</li> <li>• Class observation</li> <li>• Teacher observation</li> <li>• Self-evaluation</li> <li>• Digital product</li> <li>• Oral presentation</li> <li>• Tests composed of questions representing various levels of thinking skills: <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- essays</li> <li>- short sentences</li> <li>- stimulus based</li> </ul> </li> </ul>

<b>Module Title:</b> Politics and Law	<b>Sequence Reference:</b> P5SS - B
<b>Summative Assessment:</b>	
<p><b>Assessments given at the end of a module or unit of study where the data is used to generate grades.</b></p> <ul style="list-style-type: none"> <li>• Tests – multiple choice, essays, short answers, stimulus based questions</li> <li>• Research product and oral presentation</li> </ul> <p><b>Note:</b> essays can be informational, non-chronological reports, plays. Persuasive writing, commentary, memoir, explanatory texts, narratives, letters, biographical piece.</p>	
<b>Special Resources:</b> (materials, equipment & community involvement)	
<ul style="list-style-type: none"> <li>• Bermuda Five Centuries</li> <li>• Bermuda Connections Kit</li> <li>• Bermuda Millennium Historical Film Series</li> <li>• websites</li> <li>• computer</li> <li>• Bermuda historical sites</li> <li>• library</li> <li>• newspapers &amp; magazines</li> <li>• non-fictional book stories</li> </ul>	
<b>References - Teacher:</b>	<b>References - Student:</b>
<ul style="list-style-type: none"> <li>• Dept. of Community and Cultural Affairs- <a href="http://www.communityandculture.bm">www.communityandculture.bm</a></li> <li>• St. George’s Foundation- <a href="http://www.stgeorgesfoundation.org">www.stgeorgesfoundation.org</a></li> <li>• Bermuda National Trust- <a href="http://www.bnt.bm">www.bnt.bm</a></li> <li>• Newspaper articles &amp; NIE- <a href="http://www.bnl.bm">www.bnl.bm</a></li> <li>• Video tapes</li> <li>• Bermuda Five Centuries</li> <li>• Bermuda Atlas</li> <li>• Bermuda books</li> <li>• Bermuda dvds</li> <li>• Bermudian magazine</li> </ul>	<ul style="list-style-type: none"> <li>• Student Knowledge</li> <li>• Newspapers</li> <li>• Bermuda Five Centuries for young people</li> <li>• Bermuda Atlas</li> </ul>

## Glossary:

1. **abolish** to formally end a system, practice or policy.
2. **aftermath** consequences or later effects.
3. **artisan** a craftsman.
4. **auction** public sale of goods or property to the highest bidder.
5. **bondage** lack of freedom; being a slave.
6. **brigantine** a square-rigged, two masted sailing ship.
7. **community** a group of people living together in one place.
8. **descendant** a person, plant or animal descended from an ancestor.
9. **discriminatory** biased or unfair.
10. **eradicate** to do away with, destroy.
11. **gallows** a structure used to hang people.
12. **homespun** made at home; simple and unsophisticated.
13. **incorporate** to establish as a legal entity.
14. **indignity** treatment which makes a person ashamed.
15. **livestock** farm animals regarded as a financial asset.
16. **neglect** to overlook or ignore.
17. **outlaw** to ban or forbid.
18. **prohibited** formally forbidden by law.
19. **resourceful** finding clever ways to overcome problems or limits.
20. **revoke** to repeal or throw out a law.
21. **revolt** a rebellion.
22. **schooner** a ship with two or more masts.
23. **will** a legal document with instructions for dividing someone's property and possessions after they die.

# MODULE - C

# SOCIAL STUDIES

**Module Title:** Economy & Technology- Development  
Under the Crown 1684-1918

**Sequence Reference:** P5 SS-C

**Time allotted:** 8 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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## Goal & Subgoal Emphasis & 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.

### **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 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.

#### **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.

#### **History**

**H2** The student will produce evidence that demonstrate their ability to use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.

**H4** The student will produce evidence that demonstrate their ability to understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.

#### **Possible Essential Questions:**

- What is labour?
- How do labour forces affect the production and distribution of goods and services within an economy?
- To what extent are human resources essential to an economy's prosperity?
- How do outside influences affect the economic well being of a region?
- How do the environments in which people live shape how they live?
- How do science and technology work together to transform our society and our living conditions?

## Assessment Indicators:

## Curriculum Objectives & Content Detail:

The students will produce evidence that demonstrate their ability to:

**SS.P5.E1a** Describe the development of the main economic activities in Bermuda from 1700 to 1918.

**SS.P5.E1b** Explain how goods and services in Bermuda have changed over time to 1918.

*(E1- Bermuda's economic development)- I & II*

**SS.P5.E3a** Understand how individuals and groups influence each other using different forms of technology.

*(E3- role & influence of technology) - III*

**SS.P5.G2a-** Understand how resources influence economic activity.

*(G2-geographic influences on economy) – II*

**SS.P5.H2d** Analyse primary and secondary sources.

**SS.P5.H4a** Analyse the impact modernization had on Bermuda from 1880-1918.

*(H2 & H4-analyse sources & impact of modernization)*

### Student outcomes:

At the end of this module, the student should understand how early economic diversification and modernisation impacted on Bermuda's development.

At the end of this module, students will:

- I. Explain the reasons for Bermuda's diverse economy after 1684.
- II. Identify the new economic activities during the period 1700 to 1918 and explain their development.
  - boat building
  - whaling
  - agriculture
  - shipbuilding
  - piloting
  - trading
  - piracy & privateering
  - farming after emancipation (1834)
  - blockade running during the American Civil war (1861-65)
  - tourism 1880-1914
  - labour from 1700 to 1918
- III. Identify and trace the modernisation of Bermuda's communication & transportation systems and effects on Bermuda.
  - telephones 1887
  - electricity 1904
  - ferries
  - paddle bicycles

<b>Module Title:</b> Economy & Technology- Development Under the Crown 1684-1918	<b>Sequence Reference:</b> P5 SS C
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<p><b>Teachers will enhance instruction by utilising the following:</b></p> <ul style="list-style-type: none"> <li>• Learning <b>comprehension</b> activities- see pages 45, 70, 89, revisit pp. 51&amp; 82.</li> <li>• <b>Identify</b> and <b>describe</b> reasons for, and results of, historical events, situations, and changes in the periods studied.</li> <li>• Field visits to digitally record artifacts of events to create an IT product.</li> </ul> <p><b>ELA objectives that may be considered for lesson plans:</b></p> <p><i>Phonics, Spelling &amp; Vocabulary-</i></p> <ul style="list-style-type: none"> <li>• Investigate ways of creating opposites &amp; comparatives.</li> </ul> <p><i>Reading-</i></p> <ul style="list-style-type: none"> <li>• Explore the features of texts which recount events &amp; experiences, e.g. diaries.</li> <li>• Compare writing that informs &amp; persuades.</li> <li>• Skim-read to gain overall sense of a text and scan for specific information</li> </ul> <p><i>Writing-</i></p> <ul style="list-style-type: none"> <li>• Write a play script, including production notes to guide performance.</li> <li>• Evaluate own &amp; others' writing.</li> <li>• Draft &amp; write letters for real purposes.</li> </ul> <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> <li>• Report back to a group, using notes to present findings about a topic studied.</li> <li>• Prepare &amp; present an argument to persuade others to adopt a point of view.</li> </ul> <p><b>IT objectives that may be considered for lesson plans:</b></p> <ul style="list-style-type: none"> <li>• Format text using a word processor to produce a variety of documents.</li> <li>• Use age appropriate applications to create and edit computer generated documents.</li> <li>• Use application tools to communicate with others.</li> </ul>	<p><b>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</b></p> <ul style="list-style-type: none"> <li>• Writing assignments using rubrics</li> <li>• Class observation</li> <li>• Teacher observation</li> <li>• Self-evaluation</li> <li>• Digital product</li> <li>• Oral presentation</li> <li>• Tests composed of questions representing various levels of thinking skills:       <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- essays</li> <li>- short sentences</li> <li>- stimulus based</li> </ul> </li> </ul>

**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, non-chronological reports, plays. Persuasive writing, commentary, memoir, explanatory texts, narratives, letters, biographical piece.

**Special Resources:**

(materials, equipment & community involvement)

- Bermuda Connections Kit
- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- Learn-a-lots
- [www.communityandculture.bm](http://www.communityandculture.bm)
- dvd: Lion and the Mouse
- fictional and non-fictional novels
- other websites

**References - Teacher:**

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

**References - Student:**

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

## Glossary:

1. **ally** a person, group or state that cooperates with another.
2. **ammunition** bullets, shells or missiles.
3. **autonomy** the right to or condition of self-government.
4. **blockade** to prevent goods or people from entering a place.
5. **buccaneer** a pirate or reckless adventurer.
6. **catalyst** a substance, person or thing that speeds an event or change.
7. **citizen** a legal subject of a state or commonwealth.
8. **coat of arms** special shield or emblem belonging to a family, company or country.
9. **commerce** trade, or buying and selling goods.
10. **cuisine** a style of cooking, often related to a country or region.
11. **culprits** those responsible for a crime or misdeed.
12. **diaspora** the dispersion of people from their original homeland.
13. **domestic** relating to the running of a home or family.
14. **ethnic** relating to national or cultural origin by birth or descent.
15. **epidemic** spreading occurrence of infectious disease.
16. **export** to send goods or services overseas for sale.
17. **hygiene** ways to promote health and prevent disease, including personal cleanliness.
18. **immigrant** someone who comes to live permanently in a foreign country.
19. **influence** the ability to affect behavior or events.
20. **lifeline** something that helps a person or thing escape from a difficult situation.
21. **magazine** storage for ammunition or explosives.
22. **milestone** a significant event or change.
23. **neutral** impartial or unbiased, not helping one side or the other.
24. **outpost** remote military position or part of a country.
25. **persecution** tormenting someone because of their race or religious or political beliefs.
26. **plunder** to use force to steal during a time of warfare.
27. **prejudice** an opinion not based on reason or experience.
28. **privateer** captain or crew of a private armed ship allowed to capture enemy vessels.
29. **possessions** territories or countries controlled or governed by another.
30. **prefabricate** to build in sections to allow quick construction.
31. **profitable** making money from a job or deed.
32. **revitalize** to give new life and strength.
33. **sanctions** a penalty for disobeying a law.
34. **seamanship** the skill of handling a ship at sea.
35. **shipwright** a shipbuilder.
36. **submission** yielding to a superior.
37. **sympathise** to agree with an opinion or a feeling.
38. **technology** the practical use of science.
39. **trend** the direction in which something is changing or heading.
40. **warlords** a military commander of a region.

# MODULE - D

# SOCIAL STUDIES

**Module Title:** Environment- Development Under the Crown 1684-1918

**Time allotted:** 8 weeks

**Sequence Reference:** P5 SS-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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## Goal & Subgoal Emphasis & 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 standard:

#### 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.

**G4:** The student will produce evidence that demonstrate their ability to apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for a sustainable future.

#### History

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

### Possible Essential Questions:

- Why do people migrate from one location to another?
- How do people affect the environments in which they live?
- How do the environments in which people live shape how they live?
- How do natural phenomena such as weather patterns shape and change the environment?
- How do human beings and other living organisms adapt to their environments?

**Assessment Indicators:****Curriculum Objectives & Content Detail:**

The students will produce evidence that demonstrate their ability to:

**SS.P5.G1a** Use cardinal and intermediate directions, latitude and longitude to locate specific points in the community and the world.

**SS.P5.G1b** Explain the impact of population increases on the environment.

*(G1- influences of location & population) – I & II*

**SS.P5.G4a** Explain how people in Bermuda have adapted to and changed the environment over time.

*(G4- adaptation) III*

**SS.P5.H1c** Place data in tabular form to show change over time.

*(H1 – understand data) – II & III*

**Student outcome:**

The students will understand the environmental and human changes that were beginning to take place in Bermuda by the early decades of the 20<sup>th</sup> century.

At the end of this module, students will:

- I. Identify Bermuda's latitude and longitude and state how its location determines its climate and weather.
- II. Identify and explain the effects an increase in Bermuda's population has had on the environment to 1918.
  - Land use – buildings, parks (Botanical Gardens 1898)
  - Examples of introduced flora & fauna to 1918.
  - Local & immigrants
  - Natural & manmade environs
  - Environ laws in 1700s & 1800s.
  - Landscape changes- weathering & manmade
- III. Describe the evolution of some of the early adaptations.
  - Water collection
  - architecture

<b>Module Title:</b> Environment- Development Under the Crown 1684-1918	<b>Sequence Reference:</b> P5 SS-D
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<p><b>Teachers will enhance instruction by utilising the following:</b></p> <ul style="list-style-type: none"> <li>• Learning <b>comprehension</b> activities- see pages 45, 70, 89, revisit pp. 51&amp; 82.</li> <li>• <b>Identify</b> and <b>describe</b> reasons for, and results of, historical events, situations, and changes in the periods studied.</li> <li>• Field visits to digitally record artifacts of events to create an IT product.</li> <li>• Have students write and speak from different points of view.</li> </ul> <p><b>ELA objectives that may be considered for lesson plans:</b></p> <p><i>Phonics, Spelling &amp; Vocabulary-</i></p> <ul style="list-style-type: none"> <li>• Collect synonyms &amp; opposites &amp; investigate shades of meaning.</li> <li>• Use known spellings to work out the spelling of related words.</li> </ul> <p><i>Reading-</i></p> <ul style="list-style-type: none"> <li>• Discuss metaphorical expressions &amp; figures of speech.</li> <li>• Provide accurate textual reference from more than one point in a story to support answers to questions.</li> </ul> <p><i>Writing-</i></p> <ul style="list-style-type: none"> <li>• Practice proof-reading &amp; editing writing for clarity &amp; correctness.</li> <li>• Explore ways of combining simple sentences &amp; re-ordering clauses to make compound &amp; complex sentences.</li> </ul> <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> <li>• Take different roles &amp; responsibilities within a group.</li> </ul> <p><b>IT objectives that may be considered for lesson plans:</b></p> <ul style="list-style-type: none"> <li>• Format text using a word processor to produce a variety of documents.</li> <li>• Use age appropriate applications to create and edit computer generated documents.</li> <li>• Use application tools to communicate with others.</li> </ul> <p><b>Science objectives that may be considered for lesson plans:</b></p> <ul style="list-style-type: none"> <li>• Know that the Earth spins on its axis once in every 24 hours.</li> <li>• Know that the Earth takes a year to orbit the sun, spinning as it goes.</li> </ul>	<p><b>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</b></p> <ul style="list-style-type: none"> <li>• Writing assignments using rubrics</li> <li>• Class observation</li> <li>• Teacher observation</li> <li>• Self-evaluation</li> <li>• Digital product</li> <li>• Oral presentation</li> <li>• Tests composed of questions representing various levels of thinking skills:       <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- essays</li> <li>- short sentences</li> <li>- stimulus based</li> </ul> </li> </ul>

**Module Title:** Environment

**Sequence Reference:** P5 SS-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, non-chronological reports, plays. Persuasive writing, commentary, memoir, explanatory texts, narratives, letters, biographical piece.

### Special Resources:

(materials, equipment & community involvement)

Dept. of Statistics – [www.statistics.bm](http://www.statistics.bm)

Dept. of Sustainable Development – [www.sdbermuda.bm](http://www.sdbermuda.bm)

[www.bermuda-online.org/architecture.htm](http://www.bermuda-online.org/architecture.htm)

### References - Teacher:

Bermuda Atlas

### References - Student:

Bermuda Atlas

### Glossary:

- |                        |  |
|------------------------|--|
| 1. Adapt               | to change something to make it more suitable.  |
| 2. Climate             | the usual sort of weather there is in a region or area.  |
| 3. Environment         | all the things, such as air, land, sea, animals and plants that make up the natural world around us.                 |
| 4. Immigrant           | someone from another country who has come to live in your country.   |
| 5. Landscape           | a view of a large area of land.  |
| 6. Latitude            | the position of a place along an imaginary line north and south of the equator.                                      |
| 7. Longitude           | the position of a place east or west of an imaginary line that passes from north to south through Greenwich, London. |
| 8. Manmade             | made or caused by human beings.  |
| 9. Natural             | to do with or made by nature.  |
| 10. Population density | the number of people living in a given are, usually a square kilometer or square mile.                               |
| 11. Weather            | how hot, cold, wet or dry it is outside.   |
| 12. Weathering         | a gradual changing of colour and shape caused by being exposed to all types of weather.                              |

# APPENDIX

## Specific Strategies for Assessing Higher-Order Thinking

To Assess How Well Students Can ...	Provide This Kind of Material ...	And Ask Students To ...
Focus on a question or identify the main idea	A text, speech, problem, policy, political cartoon, or experiment and results	<ul style="list-style-type: none"> <li>Identify the main issue, the main idea, or the problem, and explain their reasoning</li> </ul>
Analyze arguments	A text, speech, or experimental design	<ul style="list-style-type: none"> <li>Identify what evidence the author gives that supports (or contradicts) the argument</li> <li>Identify assumptions that must be true to make the argument valid</li> <li>Explain the logical structure of the argument (including identifying irrelevancies, if they exist)</li> </ul>
Compare and contrast	Two texts, events, scenarios, concepts, characters, or principles	<ul style="list-style-type: none"> <li>Identify elements in each</li> <li>Organize the elements according to whether they are alike or different</li> </ul>
Evaluate materials and methods for their intended purposes	A text, speech, policy, theory, experimental design, work of art	<ul style="list-style-type: none"> <li>Identify the purpose the author or designer was trying to accomplish</li> <li>Identify elements in the work</li> <li>Judge the value of those elements for accomplishing the intended purpose</li> <li>Explain their reasoning</li> </ul>
Put unlike things together in a new way	A complex task or problem	<ul style="list-style-type: none"> <li>Generate multiple solutions</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Plan a procedure</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Produce something new</li> </ul>
Assess their own work	A set of clear criteria and one or more examples of their own work	<ul style="list-style-type: none"> <li>Identify elements in their own work</li> <li>Evaluate these elements against the criteria</li> <li>Devise a plan to improve</li> </ul>

<b>To Assess How Well Students Can ...</b>	<b>Provide This Kind of Material ...</b>	<b>And Ask Students To ...</b>
Make or evaluate a deductive conclusion	Statement or premises	<ul style="list-style-type: none"> <li>• Draw a logical conclusion and explain their reasoning</li> </ul> OR <ul style="list-style-type: none"> <li>• Select a logical conclusion from a set of choices</li> </ul> OR <ul style="list-style-type: none"> <li>• Identify a counter-example that renders the statement untrue</li> </ul>
Make or evaluate an inductive conclusion	A statement or scenario and information in the form of a graph, table, chart, or list	<ul style="list-style-type: none"> <li>• Draw a logical conclusion and explain their reasoning</li> </ul> OR <ul style="list-style-type: none"> <li>• Select a logical conclusion from a set of choices</li> </ul>
Evaluate the credibility of a source	A scenario, speech, advertisement, Web site or other source of information	<ul style="list-style-type: none"> <li>• Decide what portion of the information is believable, and explain their reasoning</li> </ul>
Identify implicit assumptions	An argument, speech, or explanation that has some implicit assumptions	<ul style="list-style-type: none"> <li>• Explain what must be assumed (taken for granted) in order for the argument or explanation to make sense</li> </ul> OR <ul style="list-style-type: none"> <li>• Select an implicit assumption from a set of choices</li> </ul>
Identify rhetorical and persuasive strategies	A speech, advertisement, editorial, or other persuasive communication	<ul style="list-style-type: none"> <li>• Identify elements of the communication that are intended to persuade, and explain why</li> <li>• Identify any statements or strategies that are intentionally misleading, and explain why</li> </ul>
Identify or define a problem	A scenario or problem description	<ul style="list-style-type: none"> <li>• Identify the problem that needs to be solved</li> </ul> OR <ul style="list-style-type: none"> <li>• Identify the question that needs to be answered</li> </ul>
Identify irrelevancies to solving a problem	A scenario or problem description that may include some irrelevant material	<ul style="list-style-type: none"> <li>• Identify the elements that are relevant and irrelevant to solving the problem, and explain their reasoning</li> </ul>

<b>To Assess How Well Students Can ...</b>	<b>Provide This Kind of Material ...</b>	<b>And Ask Students To ...</b>
Describe and evaluate multiple solution strategies	A scenario or problem description	<ul style="list-style-type: none"> <li>• Solve the problem in two or more ways</li> <li>• Prioritize solutions and explain their reasoning</li> </ul>
Model a problem	A scenario or problem description	<ul style="list-style-type: none"> <li>• Draw or diagram the problem situation</li> </ul>
Identify obstacles to solving a problem	A scenario or problem description	<ul style="list-style-type: none"> <li>• Explain why the problem is difficult</li> <li>• Describe obstacles to solving the problem</li> <li>• Identify additional information needed for solving the problem</li> </ul>
Reason with data	A text, cartoon, graph, data table, or chart and a problem that requires this information for its solution	<ul style="list-style-type: none"> <li>• Solve the problem and explain their reasoning</li> </ul>
Use analogies	A scenario or problem description (and possibly a solution strategy)	<ul style="list-style-type: none"> <li>• Solve the problem and explain how the solution would apply to other scenarios or problems</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Explain how the solution would apply to other scenarios or problems</li> </ul>
Solve a problem backward	A scenario or problem description and a desired end state or solution	<ul style="list-style-type: none"> <li>• Plan a strategy to get to the end state from the problem statement</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Describe how to reason backward from the solution to the question</li> </ul>
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	<ul style="list-style-type: none"> <li>• Produce something original</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Organize existing material in new ways</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Reframe a question or problem in a different way</li> </ul>

Susan M. Brookhart, [How To Assess Higher-Order Thinking Skills in your classroom](#) (Virginia: ASCD, 2010).

# 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, eg., 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 17<sup>th</sup> 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 an

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 21<sup>st</sup> 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?”

Marilyn M. Lombardi, Authentic Learning for the 21<sup>st</sup> Century: An Overview, ed. Diana G. Oblinger (Educause Learning Initiative, 2007)

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

<b>Content Outline</b>	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Founding of English colonies	Identify names, dates, and events.					
<b>10 points, 10%</b>	<b>10 points, 100%</b>					
Government of English colonies	Define proprietary, royal, and self-governing.	Describe the function of governors and legislatures in each colony.			Explain how the governments of the colonies effectively foreshadowed and prepared colonists for the American Revolution.	
<b>25 points, 25%</b>	<b>5 points, 20%</b>	<b>10 points, 40%</b>			<b>10 points, 40%</b>	
Life in English colonies		Describe the roles of religion, work, climate, and location in colonial life.				
<b>15 points, 15%</b>		<b>15 points, 100%</b>				
Relations with Native Americans	Identify names, dates, and events.			Explain how colonial relations with Native Americans were influenced by land, food and resources, political events, and the French.		
<b>25 points, 25%</b>	<b>5 points, 20%</b>			<b>20 points, 80%</b>		
Trade, commerce, and navigation	Identify goods and resources produced in the colonies. Define the mercantile theory of trade.	Describe British trade and navigation acts. Describe the triangular trade, including its role in slavery.			Explain how salutary neglect benefited all parties involved.	
<b>25 points, 25%</b>	<b>5 points, 20%</b>	<b>5 points, 20%</b>			<b>15 points, 60%</b>	
<b>Total 100 points 100%</b>	<b>25 points, 25%</b>	<b>30 points, 30%</b>		<b>20 points, 20%</b>	<b>25 points, 25%</b>	

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](http://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 21<sup>st</sup> 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.

Heidi Hayes Jacobs, ed., Curriculum 21: Essential Education for a Changing World (Virginia: ASCD, 2010).

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

PROFILE OF: \_\_\_\_\_

COMPILED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

<b>1. Never</b>	<b>2. Seldom</b>	<b>3. Occasionally</b>	<b>4. Usually</b>	<b>5. Frequently</b>	<b>6. Always</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1. I am able to form an opinion about what I am asked to consider.											
2. I am able to express my opinion about what I am asked to consider.											
3. I can interpret and appreciate what I know in different ways.											
4. I want to learn more about things and issues that I don't know.											
5. I accept and appreciate other people's ideas.											
6. I am able to make connections between ideas and things that contribute to larger issues.											
7. I am able to see my personal strengths and work toward increasing them.											
8. I am able to see my personal weaknesses and work toward decreasing them.											
9. I am able to evaluate objectively and accurately.											
10. I am able to take an unpopular stand without fear of ridicule by my peers.											
11. I am able to balance the demands of my life and school without feeling overwhelmed.											
12. I am able to identify and understand other students' situations.											
13. I am able to actively support others.											
14. I am able to accept and appreciate other students' values, expression and capabilities.											
15. I am able to function as a contributing member of a working group.											
16. I am able to make and maintain friendships without difficulty.											
17. I am able to take responsibility for my actions.											
18. I am able to see the consequences of my actions.											
19. I am able to approach problems calmly and realistically.											
20. I am able to handle conflicts in a mature and responsible manner.											
21. I am able to consult with others when I need help or support.											
22. I am able to function effectively as a member of a democratic society.											
23. I am able to see how my actions affect our environment and our world.											
24. I am able to see how the actions of others affect our environment and our world.											
25. I am able to apply my knowledge and understandings to my life away from school.											
26. I am curious about and willing to use new technologies when searching for information.											
27. I am able to consider and weigh the implications of potential change.											
28. I am flexible and able to adapt to change.											
29. I am an open-minded listener.											
30. I am a good citizen.											

**BRAINSTORMING TOOL**  
**INTEGRATING SOCIAL STUDIES, IT AND ENGLISH:**

Level \_\_\_\_

<b>Social Studies (content)</b>	<b>English (skills)</b>	<b>IT (tools)</b>
<b>ACTIVITY/NOTES:</b>		

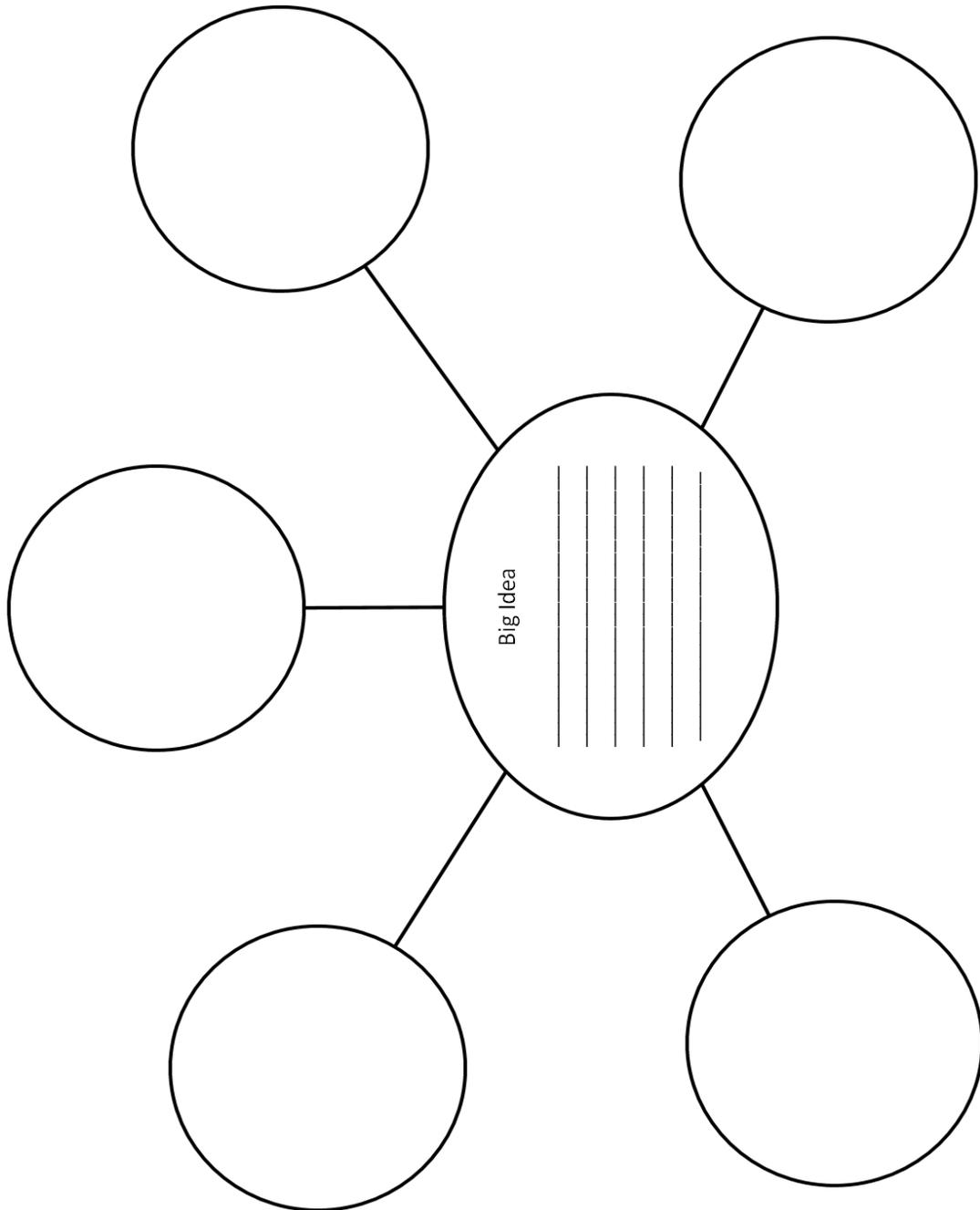
**Social Studies Module: \_\_\_\_\_**

**Using the books to make connections with Social Studies and:**

English Language Arts  
Health Education  
Music

Mathematics  
Information Technology  
Visual Arts

Science  
Physical Education



## PRIMARY 5 SOCIAL STUDIES

(It is important to note that the performance standards do not have to be limited to the modules indicated below but application can be provided wherever the opportunity is presented, eg. H2 is applicable throughout.)

**The teacher has created learning opportunities so the student can -**

### ***Module A - Society and Culture:***

- H1a Create, use or interpret a tiered timeline on Bermuda's global connections 1775-1918.
- H1b Explain the sequence and relationship of the global events.
- H2a Recognise and understand an increasing number of social studies terms.
- H2b Form a simple organisation of key ideas related to a topic.
- H2c Collect supporting evidence from primary and secondary sources.
- H5a Evaluate the extent global events have affected Bermuda in the past and/or present.
- C2b Identify and explain the relevancy to Bermuda of some personalities 1775-1918

### ***Module B - Politics and Law:***

- C1a Explain the function and organisation of government.
- C1b Describe how controversies can be resolved in Bermuda's parliamentary democracy.
- C2a Explain how government in the post emancipation period was influenced by the culture of enslavement.
- C2b Explain the significance of some Bermuda political symbols and personalities.
- H3a Understand the difference between fact and opinion.
- H3b Draw inferences from factual information.

### ***Module C - Economy and Technology:***

- E1a Describe the development of the main economic activities in Bermuda 1700-1918.
- E1b Explain how goods and services in Bermuda have changed over time to 1918.
- E3a Understand how individuals and groups influence each other using different forms of technology.
- H2d Analyse primary and secondary sources
- H4a Analyse the impact modernization had on Bermuda 1880-1918.
- G2a Understand how resources influence economic activity.

### ***Module D - Environment:***

- G1a Use cardinal and intermediate directions, latitude and longitude to locate specific points in the community and the world.
- G1b Explain the impact of population increases on the environment.
- G4a Explain how people in Bermuda have adapted to and changed the environment.
- H1c Place data in tabular form to show change over time.

