



MINISTRY OF EDUCATION AND DEVELOPMENT

Department of Education

CURRICULUM AND INSTRUCTIONAL LEADERSHIP

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BERMUDA PUBLIC SCHOOL SYSTEM SOCIAL STUDIES PERFORMANCE STANDARDS SUMMARY

MISSION STATEMENT

*The mission of the Bermuda Public School System
is to be the 1st choice in education
by providing rigorous and stimulating learning experiences
in safe, responsive environments
from which our students emerge confident and prepared
to compete and contribute locally and globally.*

November 2006

Quality Education for All

Social Studies (SS)

Introduction to Social Studies Performance Standards	3
References	
History (H)	6
H1 Organisation of Historical Information	
H2 Communication - Social Studies Analysis	
H3 Comprehension of Historical Issues	
H4 Development of Early Human Societies	
H5 Impact of Human Interaction on Social, Economic and Political Institutions and Development of Countries	
H6 Shifts in International Relationships	
H7 Impact of Political, Economic & Technological Issues Since 1990	
Geography (G)	13
G1 Geographic Representations	
G2 Regions and Their Patterns of Change	
G3 Human Migration and Settlement	
G4 Environmental Influences	
Civics (C)	16
C1 Laws and Government	
C2 Cultural Influences	
C3 Governments' Power	
C4 Bermuda's Constitution	
C5 Human Rights	
C6 Bermuda Symbols	
Economics (E)	19
E1 Use of Money	
E2 Bermuda's Economy and Career Choices	
E3 Economic Institutes	
E4 Goods and Services	
E5 Global Economics	
E6 Influence of Technology	



BERMUDA SOCIAL STUDIES PERFORMANCE STANDARDS (SS)

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good.

Expectations of Excellence Curriculum Standards for Social Studies: NCSS (1994)

The Bermuda Social Studies Performance Standards document endorses an international network of standards infused with Bermuda standards for social studies. The standards for social studies cover standards in critical thinking, history, geography, economics, civics/government, problem-solving and technology as it relates to social studies.

Most of the standards apply to all phase levels. However, the criteria by which to measure mastery of a standard will differ at each level and this will be shown separately. **Also included in this document are additional assessment indicators. This section is displayed in red and reflects what will be taught and assessed in the classroom by the teacher during the course of the entire year.**

The standards are aligned to the five goals that form the foundation for the Bermuda Social Studies Curricula and the ten social studies themes promoted by the NCSS. The Bermuda Social Studies Standards, if adhered to and taught effectively, with confidence, will help Bermuda's students to meet not only the national standards but also educational standards internationally.

HISTORY STANDARDS (H)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

The students will produce evidence that demonstrates their ability to:

- H1** Organise information chronologically and understand the sequence and relationship of events.
- H2** Communicate in various forms using social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making.
- H3** Comprehend, analyse, and interpret historical information, including literature, documents and data to make decisions on appropriate and viable solutions to historical issues.
- H4** Analyse the development of early human societies, civilisations and empires.
- H5** Explain the impact of the interaction of people, culture, and ideas and analyse the effects it has on the social, economic and political institutions and development of countries and regions.
- H6** Explain how shifts in international relationships and world power impacts on individual countries and world affairs recognising long-term changes and recurring patterns in world history.
- H7** Identify and explain the political, economic, social and technological issues challenging the world since 1990.

GEOGRAPHY STANDARDS (G)

Geography will give the student an understanding of its three interrelated components- subject matter, skills, and perspectives. Subject matter (the Earth) provides the basis on which geographic skills are applied. Skills are: (1) asking geographic questions, (2) acquiring geographic information, (3) organising geographic information, (4) analysing geographic information, and (5) answering geographic questions about the Earth. Knowledge and skills must be considered from two perspectives – spatial and ecological (place). Space in the world is identified in terms of location, distance, direction, pattern, shape, and arrangement. Place is identified in terms of the relationships between physical environmental characteristics, such as climate, topography, and vegetation and human characteristics such as economic activity, settlement, and land use.



The student will produce evidence that demonstrates their ability to:

- G1** Use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.
- G2** Use information on the physical and human features and cultural characteristics of places to define and study regions and their patterns of changes including changes in distribution and importance of resources.
- G3** Explain how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- G4** Apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for the future.

CIVICS AND GOVERNMENT STANDARDS (C)

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

The students will produce evidence that demonstrates their ability to:

- C1** Explain why society needs rules, laws, and governments.
- C2** Explain how culture influences self-perception, national identity, and the social and political characteristics of a country and result in different interpretations of events by people from diverse cultural perspectives.
- C3** Describe how governments' powers are acquired, used and justified.
- C4** Analyse Bermuda's Constitution, the type of government that it creates and the parameters that it sets for Bermuda as a colony, the roles of the individual, political parties, interest groups and public opinion in the democratic process.
- C5** Report and evaluate the changes in human rights in Bermuda and the world.
- C6** Identify and explain the significance of various Bermuda symbols, landmarks, physical features, and personalities.

ECONOMIC STANDARDS (E)

Economics will provide the student with a basic understanding of economic issues in Bermuda. It will also give them an understanding of how local and global economics can influence political and social aspects of a country and changes over time.

The students will produce evidence that demonstrates their ability to:

- E1** Explain the concept and use of money.
- E2** Use their understanding of past and present economic activities in Bermuda to make plausible predictions on Bermuda's economic future and career choices.
- E3** Identify and describe the roles of various economic institutions, including but not limited to, financial institutions, labour unions, local and international companies, and not-for-profit organizations for ensuring the positive economic development of the country.
- E4** Distinguish between private and public goods and services.
- E5** Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
- E6** Identify the role and influence of technology on daily life.



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SOCIAL STUDIES (SS) PERFORMANCE STANDARDS
for
HISTORY (H)

History (H)									
History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.									
	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	SS.S2.H
<i>The students will produce evidence that demonstrate their ability to:</i>									
1. Organise information chronologically and understand the sequence and relationship of events.	<ul style="list-style-type: none"> a) Create or use a simple timeline or graphic organizer. b) Place information in proper sequence, e.g., order of occurrence. 	<ul style="list-style-type: none"> a) Create, use or interpret a tiered timeline or graphic organizer. b) Place information in proper sequence, e.g., order of occurrence; and order of importance. 	<ul style="list-style-type: none"> a) Create, use or interpret a tiered timeline, graphic organiser, charts, graphs or illustrations. b) Explain the sequence and relationship of events. c) Place data in tabular form to show change over time, e.g., charts or graphs. 	<ul style="list-style-type: none"> a) Make sequential outline of specific events. b) Form a simple organization of key ideas related to a topic. c) Note cause and effect relationships. 	<ul style="list-style-type: none"> a) Create a tiered timeline that shows human development from hunter gatherers to builders of civilizations. b) Explain the sequence and relationships of human development on the tiered timeline. c) Create a timeline showing the development of Judaism, Christianity and Islamic faiths. d) Illustrate the sequence of the key changes that occurred throughout the history of your school. e) Explain the key changes of your school that have contributed to its current status. 	<ul style="list-style-type: none"> a) Construct a timeline of major events associated with the Reformation and evaluate their importance to the religious changes that occurred. b) Sequentially identify the early visitors to Bermuda from 1505 to 1610 and explain their relationship to the island. c) Illustrate the major events that occurred under Governors Moore, Tucker, and Butler and explain how they impacted on Bermuda's development. d) Trace the origin, growth, and development of the Town of St. George's to 1620, analysing their importance to Bermuda's growth and development over time. 	<ul style="list-style-type: none"> a) Sequentially organise field study notes for research paper. b) Analyse key events in Human Rights including passage of laws and key documents. 	<ul style="list-style-type: none"> a) Apply key concepts such as time, chronology, causality, change, conflict to explain and show connections among patterns of historical change and continuity, e.g., immigration trends using primary sources, timelines, data interpretation, inferences, bias in visual material, historical interpretation through artifacts. 	<ul style="list-style-type: none"> a) Explain and analyse the sequence and connections of the origin and progress of Man and humanities progress towards the development of early civilisations – to 1600 AD (Songhai).



History (H)	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	.S2.H
<i>The students will produce evidence that demonstrate their ability to:</i>									
<p>2. Communicate in various forms using social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making.</p>	<p>a) Use context clues to gain meaning of key vocabulary words, terms and concepts.</p> <p>b) Identify various sources for obtaining information.</p> <p>c) Collect supporting evidence from primary sources.</p> <p>d) Listen for information and dramatize (when applicable) meanings of key vocabulary terms.</p>	<p>a) Define and give examples of key vocabulary words, terms and concepts.</p> <p>b) Use appropriate sources to gain meaning of essential terms, e.g., glossary, dictionary.</p> <p>c) Collect supporting evidence from primary sources.</p> <p>d) Analyse year level appropriate sources.</p>	<p>a) Recognize and understand an increasing number of social studies terms.</p> <p>b) Form a simple organisation of key ideas related to a topic, e.g., the journey and shipwreck of the Sea Venture.</p> <p>c) Collect supporting evidence from primary and secondary sources.</p> <p>d) Analyse primary and secondary sources.</p>	<p>a) Identify and define key social studies concepts.</p> <p>b) Formulate conclusions based on critical examination of relevant information.</p> <p>c) Identify the tools used to study the past.</p> <p>d) Use a variety of methods to communicate social studies information (e.g., complete maps and graphs in addition to standard written responses).</p>	<p>a) Use appropriate facts and details to explain how early humans lived.</p> <p>b) Analyse grade appropriate social studies vocabulary terms.</p> <p>c) Acquire and paraphrase information from various sources for research, including on-line sources.</p> <p>d) Exclude extraneous and inappropriate information from research assignments.</p> <p>e) Use a range of appropriate strategies to collect information for research such as describing and analysing the development of their school and comparing and contrasting it over time.</p> <p>f) Use word processing, graphics and databases to produce a research paper on their school.</p> <p>g) Provide a sense of closure to their research.</p>	<p>a) Create an appropriate organisational structure to present their research.</p> <p>b) Analyse grade appropriate social studies vocabulary terms</p> <p>c) Analyse historical documents for context</p> <p>d) Include appropriate facts and details.</p> <p>e) Exclude extraneous and inappropriate information.</p> <p>f) Use a range of strategies to describe the Dockyard or St. George's Town and analyse their importance to Bermuda in the past and their present benefits and limitations.</p> <p>g) Use word processing, graphics and databases to produce a research paper.</p> <p>h) Provide a sense of closure to their research.</p>	<p>a) Create an organising structure for their research that is appropriate to purpose, audience, and context.</p> <p>b) Use a range of appropriate strategies, such as, providing facts and details describing or analysing human rights, comparing and contrasting, naming and explaining benefits or limitations.</p> <p>c) Analyse historical documents for credibility.</p> <p>d) Evaluate historical data for bias.</p> <p>e) Analyse grade appropriate social studies vocabulary terms.</p> <p>f) Include appropriate facts and details.</p> <p>g) Exclude extraneous and inappropriate information.</p> <p>h) Provide a sense of closure to their research.</p> <p>i) Use word processing, graphics and databases to produce reports and related materials.</p> <p>j) Use notes or other memory aids to structure oral presentations.</p> <p>k) Acquire information on human rights from on-line sources, such as, the internet, and other electronic data bases.</p>	<p>a) Create an organising structure appropriate to purpose, audience and context to explore the past - charts, reports, graphics, etc.</p> <p>b) Excludes extraneous and inappropriate information.</p> <p>c) Acquire information for specific purposes such as research/analysis from a variety of sources – online, books, primary and secondary sources, etc.</p> <p>d) Provide a sense of closure to their research.</p> <p>e) Use notes or other memory aids to structure oral presentations.</p>	<p>a) Create an organising structure appropriate to purpose, audience and context, e.g., charts, reports, graphics, etc.</p> <p>b) Use a range of appropriate strategies to analyse the significance of events from the Medieval and the Renaissance periods which indicate the influence of religion and culture on life in Europe.</p> <p>c) Excludes extraneous and inappropriate information.</p> <p>d) Acquire information for specific purposes such as research/analysis from a variety of sources – online, books, primary and secondary sources, etc.</p> <p>e) Provide a sense of closure to their research.</p> <p>f) Use notes or other memory aids to structure oral presentations.</p>



History (H)	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	SS.S2.H
<i>The students will produce evidence that demonstrate their ability to:</i>									
3. Comprehend, analyse, and interpret historical information, including literature, documents and data to make decisions on appropriate and viable solutions to historical issues.			<ul style="list-style-type: none"> a) Understand the difference between fact and opinion. b) Identify relevant factual information regarding Bermuda's model of democracy and give supporting evidence, e.g., parliamentary government, citizens' rights and responsibilities. c) Draw inferences from factual information. 	<ul style="list-style-type: none"> a) Recognize instances in which more than one interpretation of factual material is valid. b) Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives (Bermuda Five Centuries). c) Demonstrate an understanding that people in different times and places view the world differently (Writers' Machine books, Benchmark books and others). 	<ul style="list-style-type: none"> a) Compare and contrast the practice and beliefs of two civilizations. b) Distinguish between fact and fiction regarding early civilisations/ religions. c) Explain examples of the causes for conflict between cultures. d) Formulate a course of action to solving the differences between cultures. 	<ul style="list-style-type: none"> a) Develop historical perspective by writing or discussing events in context of the period of the Industrial Revolution in England. b) Explain causes in analysing the working conditions of the Industrial Revolution in England. c) Identify the problems caused by industrialisation and relate them to present day global conditions. d) Evaluate the early solutions to the problems of industrialisation and relate them to the present. e) Read historical narratives or view movies on relevant historical events or personalities. 	<ul style="list-style-type: none"> a) Use historical perspective to explain human rights issues of various groups. b) Draw upon visual and mathematical data presented in graphs. c) Formulate questions to focus on inquiry or analysis. d) Consider multiple perspectives of human rights issues. e) Explain causes in analysing historical actions. f) Identify causes of the problem or dilemma. g) Formulate a position or course of action on an human rights issue. h) Evaluate the consequences of a decision. i) Distinguish between fact and opinion. 	<ul style="list-style-type: none"> a) Formulate questions to focus on inquiry or analysis of the necessary elements needed for independence and a positive road forward. b) Consider multiple perspectives. c) Distinguish between fact and opinion. 	<ul style="list-style-type: none"> a) Explain causes in analysing historical actions such as the connections between major wars and increased technology. b) Evaluate the benefits and problems resulting from improved technology. c) Evaluate the consequences of a decision.



History (H)	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	SS.S2.H
<i>The students will produce evidence that demonstrate their ability to:</i>									
4. Analyse the development of early human societies, civilisations and empires.				a) Explain how the early governance of Bermuda influenced its development 1612-1619 (<i>Bermuda Five Centuries: Chapters 3 and 4</i>).	a) Define and use key terms for studying ancient times and early civilizations. b) Identify key sources that may be used to study ancient times and early civilizations. c) Describe how people's beliefs on human origins differ. d) Interpret the development of early human communities by using a variety of sources such as artifacts and other primary source materials and evaluate the credibility of the sources used. e) Compare the similarities and differences in the ways early human communities and civilisations met human needs and concerns. f) Identify and describe the patterns of change in the development of two early civilisations. g) Apply the concepts of growth and development to Bermuda.				a) Identify and describe selected historical periods and patterns of change such as the development of ancient cultures and civilisations, e.g., 3000 BC to 1600 A.D. b) Compare similarities and differences in the ways groups, societies and cultures meet human needs and concerns.



History (H)	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	SS.S2.H
<i>The students will produce evidence that demonstrate their ability to:</i>									
5. Explain the impact of the interaction of people, culture, and ideas and analyse the affects it has on the social, economic and political institutions and development of countries and regions.	a) Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behaviour of people living in Bermuda, e.g., local songs, stories, school events, neighbourhood culture, school and public holidays, the Caribbean, African, British and Portuguese influences (Bermuda Connections Kit).	a) Analyse the impact of media on contemporary Bermudian culture.				a) Apply ideas and theories to analyse the importance of the Renaissance period to the further development that occurred in the decades that followed. b) Describe and analyse the origins and consequences of slavery. c) Describe the interaction of slaves and others in society through the concepts of status, role, and social class. d) Apply economic concepts and reasoning when evaluating reasons for slavery and its abolition. e) Describe how the individual behaviours and decisions of the explorers connect with global systems. f) Explain by using slavery as an example, how information and experience may be interpreted by people from diverse cultural perspectives and frames of reference.	a) Describe ways in which African language, stories, folktales, music, and artistic creations serve as expressions of culture and have influenced culture in Bermuda. b) Give examples of how social and political experiences may be interpreted differently by people from different cultural perspectives and frames of reference.		a) Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behaviour of people living in a particular culture. b) Apply ideas, theories and modes of historical inquiry to analyse the Age of Exploration and the ensuing conflicts.



History (H)	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	SS.S2.H
<i>The students will produce evidence that demonstrates their ability to:</i>									
6. Explain how shifts in international relationships and world power impacts on individual countries and world affairs recognising long-term changes and recurring patterns.		a) Connect the economic changes in 16 th century Europe to the discovery of Bermuda, e.g., search for sea routes to Asia as land routes were restricted, Bermuda's location in the mid-Atlantic between Europe and Americas.				a) Analyse and evaluate the conditions, actions and motivations of colonialism that contributed to conflict and cooperation within and among nations. b) Give examples of how governments attempted to achieve world control.	a) Analyse and explain ideas and governmental mechanisms to regulate territory, manage conflict, and establish order and security under a colonial government. b) Analyse and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations under colonialism. c) Give examples and explain how governments attempt to achieve their stated ideals at home and abroad in the pursuit of political independence. d) Identify and use key concepts such as chronology, causality, change, and conflict to explain and show connections among patterns of historical change and continuity, e.g., Caribbean independence	a) Analyse the conditions, actions and motivations that resulted in the discovery of Bermuda.	a) Analyse and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security – Age of Exploration, colonialism and slavery. b) Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.



History (H)	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H	SS.S1.H	SS.S2.H
<i>The students will produce evidence that demonstrate their ability to:</i>									
7. Identify and explain the political, economic, social and technological issues challenging the world since 1990.							a) Show through specific examples how science and technology have changed people's perceptions of the social and natural world, e.g., sustainable development.	a) Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict. b) Analyse how science and technology influence the core values, beliefs and attitudes of society and how they shape scientific and technological change.	



SOCIAL STUDIES (SS) PERFORMANCE STANDARDS
for
GEOGRAPHY (G)

Geography (G) Geography will give the student an understanding of its three interrelated components- subject matter, skills, and perspectives.

Subject matter (the Earth) provides the basis on which geographic skills are applied. Skills are:

- asking geographic questions,
- acquiring geographic information,
- organising geographic information,
- analysing geographic information, and
- answering geographic questions about the Earth.

Knowledge and skills must be considered from two perspectives – spatial and ecological (place).

Space in the world is identified in terms of location, distance, direction, pattern, shape, and arrangement.

Place is identified in terms of the relationships between physical environmental characteristics, such as climate, topography, and vegetation and human characteristics such as economic activity, settlement, and land use.

	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G	SS.S1.G	SS.S2.G
<i>The students will produce evidence that demonstrate their ability to:</i>									
1. Use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.	a) Create and interpret simple maps of the community using 4 basic cardinal directions, basic symbols and keys. b) Describe the land forms of Bermuda, e.g., bay, hills, caves, channel, cliffs, cove, dune, island, ocean, beach, pond. c) Name the bodies of water and bridges in Bermuda. d) Identify and locate the parishes and capital city on a Bermuda map. e) Use knowledge of physical geography to make wise decisions on land use, transportation, settlement, etc.	a) Create and interpret maps of Bermuda and the world, using 8 cardinal directions, symbols and simple legends. b) Identify and describe major land forms and water bodies in Bermuda, e.g., hills, marsh, ocean, arable land, golf courses. c) Identify and locate Bermuda, the Caribbean, the Azores and Great Britain on a map. d) Describe Azores in relation to "Portuguese".	a) Identify and interrelate each of the seven continents, e.g., landforms and climate, resources, people and their culture. b) Use cardinal and intermediate directions, latitude and longitude to locate specific points in the community and the world. c) Compare the climate, vegetation and resources in Bermuda with those in the Caribbean, Britain, Azores, North America and Africa.	a) Explain how geographic location is a factor in the creation of climatic region. b) Use physical and thematic maps to make comparisons about natural resources and natural vegetation, etc.	a) Interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs. b) Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans. c) Construct and use mental maps of locales and regions that demonstrate understanding of relative location, direction, size, and shape. d) Compare their mental maps with scale maps and note the differences. e) Explain the origins of Bermuda and account for its fluctuation in size. f) Estimate distance and calculate the scale of a map.	a) Locate the regions in Africa from which slaves were taken. b) Use map reading skills to interpret a variety of maps pertaining to the period of exploration. c) Locate places using latitude and longitude. d) Explain climatic changes according to different regions on a map or globe. e) Locate and use the Arctic and Antarctic circles, tropics of Capricorn and Cancer, equator, prime meridian, and international data line. f) Calculate time changes in various time zones.	a) Use appropriate resources, data sources, and geographic tools to generate and interpret information on the Caribbean such as, data bases, grid systems, charts, graphs, and maps.	a) Use appropriate resources, data sources and geographic tools such as aerial photographs, satellite images, geographic information systems, map projections and cartography to generate, manipulate and interpret information such as atlases, data bases, grid systems, charts, graphs and maps.	a) Locate early civilisations listed in the curriculum document.



Geography (G)	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G	SS.S1.G	SS.S2.G
<i>The students will produce evidence that demonstrate their ability to:</i>									
2. Use information on the physical and human features and cultural characteristics of places to define and study regions and their patterns of change, including changes in direction and importance of resources.	a) Identify basic needs and resources of Bermuda, e.g., imports most of its needs and wants, sources of revenue (tourism, international business and taxes); natural resources (fish, agriculture, dairy).	a) Describe Bermuda's industries in relationship to its location and availability of resources, e.g., labour, farming, fishing, service industries, wholesale, utilities, crafts; mainly from U.S. due to Bermuda's location.	a) Describe and compare parishes and population in Bermuda and other parts of the world (at least one country from the Caribbean, Europe, South/Central America, Asia, Africa and Pacific Islands) and explain how these communities depend upon each other. b) Explain how communities in Bermuda are linked politically; Identify constituencies and representatives. c) Understand how resources influence economic activity.	a) Explain how the human and natural alterations of the physical environment have produced positive and negative consequences, e.g., fish industry/reefs, magma, mid-atlantic ridge, platform, plates, volcano, convection currents, building developments, transportation, erosion, pollution.	a) Examine and Analyse how physical features influence cultural patterns. b) Explain the relationship between the location of resources, population and commercial distribution patterns.		a) Examine and Analyse how physical features influence cultural patterns. b) Explain the influence Bermuda's geography has had on its economic development. c) Differentiate between renewable and nonrenewable resources. d) Explain the relationships between the locations of resources in Africa and its patterns of population distribution. e) Identify the variety of regions in Africa and resources.	a) Examine the interaction of human beings and their physical environment, the land use and ecosystem changes in Bermuda and globally.	a) Explain how geographical features affected the development of early civilisation listed in the curriculum document.
Geography (G)	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G	SS.S1.G	SS.S2.G
<i>The students will produce evidence that demonstrate their ability to:</i>									
3. Explain how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence; and conflict and cooperation.			a) Explain economic, political and cultural issues concerning the journey of the Sea Venture.	a) Compare the reasons various immigrant groups had for coming to Bermuda- forced labour, economic, family, adventurous. b) Explain why human activities require movement and how human networks bring areas together- employment, telecommunication, internet, etc.		a) Explain the difference between voluntary and involuntary migration. b) Identify the causes and effects of migration to Bermuda. c) Explain how migration has altered the characteristics and culture of Bermuda.	a) Identify the causes and effects of migration from the Caribbean to Bermuda. b) Explain how the movement of people from the Caribbean to Bermuda has altered Bermuda's character. c) Identify the cultural characteristics that link Bermuda, the Caribbean and Africa. d) Compare the demographic data of Bermuda and the Caribbean to describe social and political differences, e.g., level of technology, traditions, social institutions, etc.	a) Identify the causes and effects of migration streams- Amerindians of North, South, Central America & Caribbean before Columbus. b) Explain how the movement of people can alter the character of a place- main immigrant groups to Bermuda. c) Identify the cultural characteristics that link regions.	



Geography (G)	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G	SS.S1.G	SS.S2.G
<i>The students will produce evidence that demonstrate their ability to:</i>									
<p>4. Apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for the future.</p>	<p>a) Describe how physical environment influences human activities, e.g., weather, ocean, beach, reefs, trees, plants, marshes/ swimming, boating, fishing, picnics, field games, gardening.</p> <p>b) Demonstrate understanding of citizens' responsibility to the local environment, e.g., proper disposal of litter, recycling, beautification of our private and public spaces, awareness of sustainability.</p>		<p>a) Explain how people in Bermuda have adapted to and changed the environment over time, e.g., water collection, building materials, forts, multi-level commercial building, condos, transportation and roads/bridges, reclamation, introduction of plants and animals.</p> <p>b) Demonstrate how people can work together to solve present environmental problems and prevent future ones, e.g., encourage the adoption of new behaviours (reuse, repair and recycle), preservation to sustain good living standards in future.</p>			<p>a) Analyse the environmental consequences of humans changing the physical environment during the industrial and scientific revolutions in England.</p> <p>b) Use cause-and-effect arguments to demonstrate how English exploration in North America and the shipwreck of the Sea Venture influenced settlement of Bermuda and its early development.</p>	<p>a) Make informed decisions regarding nature-society issues in Bermuda.</p> <p>b) Analyse the environmental consequences of humans changing the physical environment in Bermuda.</p>	<p>a) Analyse the environmental consequences of humans changing the physical environment- less open space, pollution, quarries.</p> <p>b) Use cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in Bermuda, e.g., water management.</p>	



SOCIAL STUDIES (SS) PERFORMANCE STANDARDS
for
CIVICS (C)

Civics (C) Civics will allow the student to obtain the knowledge and skills necessary to participate in political life in Bermuda as a responsible and informed citizen committed to the further enhancement of democratic values both locally and globally.									
	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C	SS.S1.C	SS.S2.C
<i>The students will produce evidence that demonstrate their ability to:</i>									
1. Explain why society needs rules, laws and governments.	a) Understand rights and responsibilities of individuals in relation to their social groups (e.g., family, peer group, school, class). b) Understand personal responsibility toward the public good.	a) Describe the structure of Bermuda's government. b) Explain the function of government.	a) Explain the purpose of government. b) Describe a community without rules.		a) Understand the origin of laws and their influence on modern laws and institutions.	a) Examine the effects of colonisation/exploration on indigenous social structures.			
Civics (C)	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C	SS.S1.C	SS.S2.C
<i>The students will produce evidence that demonstrates their ability to:</i>									
2. Explain how culture influences self-perception, national identity and the social and political characteristics of a country and result in different interpretation of events by people from diverse cultural perspectives.	a) Demonstrate awareness of Bermuda's diverse culture. b) Identify citizenship traits such as leadership, fair play, justice, empathy, respect, responsibility, volunteering, etc.	a) Identify and understand the importance of citizenship traits.		a) Describe the ways in which local, regional and ethnic cultures may influence the everyday lives of people, e.g., parents, principals, religious leaders, police, peers, nation as authority and their means of justice.				a) Interpret patterns of behaviour reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding, e.g., stereotyping, xenophobia, etc.	a) Examine conflict in the Age of Exploration with a focus on human rights and issues of culture and national identity.



Civics (C)	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C	SS.S1.C	SS.S2.C
<i>The students will produce evidence that demonstrate their ability to:</i>									
3. Describe how governments' powers are acquired, used and justified.			a) Describe how controversies can be resolved in Bermuda's Parliamentary democracy, e.g., election, lobbying, petition, private bills, arbitration/negotiation.	a) Acquire, analyse and interpret information regarding constitutional and national issues in Bermuda.	a) Identify how governmental powers were acquired, used and justified in major civilisations as listed in the curriculum document.	a) Describe the interaction of governments and religious institutions in the era of the Reformation. b) Describe the rationale and effects of empire building by governments in the 1600s and 1700s. c) Describe aspects of the governorship of Moore, Tucker and Butler.	a) Explain the various methods used to gain independence. b) Assess the various explanations used to justify one's right to govern. c) Explain the reasons for Ethiopia's success in resisting colonization.	a) Assess the various explanations used to justify the immigration policies of Bermuda throughout the 20 th century.	a) Compare and contrast governments in selected world civilizations.
Civics (C)	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C	SS.S1.C	SS.S2.C
<i>The students will produce evidence that demonstrate their ability to:</i>									
4. Analyse Bermuda's Constitution, the type of government that it creates and the parameters that it sets for Bermuda as a colony, the roles of the individual, political parties, interest groups and public opinion in the democratic process.		a) Evaluate the importance of a written constitution to citizens with a focus on its status as a contract between the government and its citizens.	a) Describe the roles and responsibilities of the Governor, Premier and Legislature in the present.	a) Compare and contrast a colony and independent state; roles of House of Assembly and Senate at present.			a) Define the term "constitution." b) Evaluate the importance of Bermuda's constitution. c) Identify the key players in developing Bermuda's constitution. d) Describe how and why political parties evolved in Bermuda. e) Evaluate the influence political parties have on the democratic process in Bermuda.	a) Evaluate the importance of a written constitution. b) Describe the structure of government in Bermuda and to what extent the individual, political parties and other organisations may influence its actions. c) Evaluate the powers that the constitution gives to the Governor.	



Civics (C)	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C	SS.S1.C	SS.S2.C
<i>The students will produce evidence that demonstrate their ability to:</i>									
5. Report and evaluate the changes in human rights in Bermuda and the world.			a) Describe how different political systems define and protect individual human rights-political democracy, theocracy, dictatorship.	a) Analyse the relationship between justice and authority.			a) Describe how different political systems define and protect individual human rights. b) Define the term "human rights". c) Identify, cite, and discuss important political documents, such as, the United Nations Human Rights Declaration, Bermuda's Human Rights Act, etc. d) Analyse different theories of how governmental powers might be used to help, promote or hinder liberty, equality, and justice and develop a reasoned conclusion.	a) Identify, analyse and discuss important political documents such as, Emancipation Proclamation, Universal Adult suffrage, Union Legislation, desegregation laws, Human Rights Act.	
Civics (C)	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C	SS.S1.C	SS.S2.C
<i>The students will produce evidence that demonstrate their ability to:</i>									
6. Identify and explain the significance of various Bermuda symbols and personalities.	a) Identify major symbols of Bermuda, e.g., coat of arms, motto, flag, national song/anthem, Bermudiana, cahow, longtail, cedar, olive wood and palmetto.	a) Explain the relevance of major symbols of Bermuda, e.g., coat of arms, motto, flag, national song/anthem, Bermudiana flower, cahow bird, cedar tree.					a) Identify and explain the relevance of Bermuda's Coat of Arms and key personalities onboard the Sea Venture.		



SOCIAL STUDIES (SS) PERFORMANCE STANDARDS
for
ECONOMICS (E)

Economics (E) Economics will provide the student with a basic understanding of economic issues in Bermuda. It will also give them an understanding of how local and global economics can influence political and social aspects of a country and changes over time.									
	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E	SS.S1.E	SS.S2.E
<i>The student will produce evidence that demonstrates their ability to:</i>									
1. Explain the concept and use of money.	a) Demonstrate the use and value of money as a means of exchange, e.g., direct purchase, describe U.S.A and Bermuda coins.	a) Describe the role of money, banking and savings in everyday life- direct purchase, describe U.S.A and Bermuda coins and notes.		a) Describe and explain how money makes it easier to trade, borrow, save, invest and compare the value of goods and services.	a) Identify types of exchange as used in civilisations listed in the curriculum document.				
Economics (E)	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E	SS.S1.E	SS.S2.E
<i>The student will produce evidence that demonstrates his/her ability to</i>									
2. Use their understanding of past and present economic activities in Bermuda to make plausible predictions on Bermuda's economic future and career choices.	a) Describe the importance of the farming, fishing and shipping industries in Bermuda.					a) Examine the role of the Bermuda (Somers Island) Company in Bermuda's early development (pre-1684). b) Examine the causes and economic impact of slavery in Bermuda.	a) Evaluate changes in economic activity in Bermuda such as in agriculture, ship-building and industrialization. b) Recognize the range of economic opportunities in Bermuda.	a) Explain the reasons for continuing economic change. b) Identify career opportunities in Bermuda based on the social studies disciplines- archaeology, anthropology, economics, geography, history, political science and sociology. c) Make plausible predictions on Bermuda's economic future and career opportunities.	



Economics (E)	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E	SS.S1.E	SS.S2.E
<i>The student will produce evidence that demonstrates their ability to</i>									
3. Identify and describe the roles of various economic institutions, including but not limited to, government, financial institutions, labour unions, local and international companies and not-for-profit organizations for ensuring the positive economic development of the country.			a) Identify and explain various points of view concerning economic issues such as taxation, unemployment, inflation, the national distribution of income. b) Identify the major players in the various economic activities.		a) Recognize the impact the early civilisations had on modern economies.		a) Identify the range of economic opportunity in Bermuda. b) Predict the outcome of contemporary economic developments in the Caribbean. c) Explain the challenges African countries face in their attempt to build strong economies.	a) Develop an awareness of problems that can arise from Bermuda's colonial status. b) Assess the importance of formal and informal meetings between governments of major nations and Bermuda.	
Economics (E)	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E	SS.S1.E	SS.S2.E
<i>The student will produce evidence that demonstrates his/her ability to:</i>									
4. Distinguish between private and public goods and services.			a) Explain how goods and services in Bermuda have changed over time, e.g., changes generated from our transition from privateering, piracy, whaling, salt-raking, agriculture, Tourism to International Business.	a) Define and give examples of the terms "private and public goods and services" and a "market".					



Economics (E)	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E	SS.S1.E	SS.S2.E
<i>The student will produce evidence that demonstrates his/her ability to:</i>									
5. Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.		a) Describe ways in which Bermuda is interdependent with other countries based on factors of production and demand for goods, e.g., food, clothing & household goods, building supplies, oil, gas, etc.	a) Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies, e.g., taxes, treaties, European Union, Caricom.	a) Describe a competitive market as one in which there are many buyers and sellers of the same product, e.g., how this effects local demand for goods and services and imports. b) Know the factors that must be considered when determining selling price of products.					a) Evaluate the reasons for the increase in economic expansion in Europe in the 1700s and 1800s.
Economics (E)	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E	SS.S1.E	SS.S2.E
<i>The student will produce evidence that demonstrates his/her ability to:</i>									
6. Identify the role and influence of technology on daily life.	a) Describe how technology affects individuals and the community- less personal interaction and physical activity, broader choices, increased wants and advertising.	a) Describe how technology affects people's lives and how the community operates- mass media effects choices and opinions.	a) Understand how individuals and groups influence each other using different forms of technology- email, advertising, websites, video games, etc.			a) Evaluate the extent to which the increase of scientific knowledge was a major influence in bringing about the Age of Exploration. b) Evaluate the extent to which the Industrial Revolution set the foundation for the current technological era. c) Examine economic issues related to the abolition of slavery in Bermuda.			a) Analyse the economic impact of technology advances in the Scientific and Industrial Revolutions, including advances in agriculture.

