



MINISTRY OF EDUCATION

Department of Education

CURRICULUM AND ASSESSMENT

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BERMUDA PUBLIC SCHOOL SYSTEM SOCIAL STUDIES PERFORMANCE STANDARDS SUMMARY

(revised 2006 version)

MISSION STATEMENT

The Bermuda Public School System will deliver a rigorous curriculum customized to meet the needs of individual students, using challenging learning experiences, appropriate assessments, and efficient support that holds us all accountable for a quality education in the 21st Century.

June 2012

Quality Education for All

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BERMUDASOCIALSTUDIESPERFORMANCESTANDARDS(SS)

The aim of social studies is the promotion of civic competence-the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic competence rests on.. commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skilful, and committed to democracy are necessary to sustaining and improving democratic way of life, and participating as members of a global community.

National Curriculum STANDARDS for SOCIAL STUDIES: A framework for Teaching, Learning, and Assessment: NCSS (2010)

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.

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 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.

The student will produce evidence that demonstrate their ability to:

- H1** organise information chronologically and understand the sequence and relationship of events.
- H2** use Social Studies vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving..
- H3** comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.
- H4** understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.
- H5** recognise patterns of change both globally and regionally and understand that changes within individual countries are influenced by global power changes.

GEOGRAPHY STANDARDS (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).

The student will produce evidence that demonstrate 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 of places to define and study regions and their patterns of change.
- G3** understand how economic, political and cultural processes of a country or region influence human migration, settlement and relationships between nations.
- G4** apply geographic knowledge of people, place and environments to interpret the past, understand the present, and plan for a sustainable future.

CIVICS AND GOVERNMENT STANDARDS (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.

The student will produce evidence that demonstrate their ability to:

- C1** understand why society needs rules, laws and governments and how power is acquired, used and justified.
- C2** understand how culture influences self-perception, national identity and the social and political characteristics of a country.
- C3** discuss, evaluate and report on the importance and development of human rights both locally and globally.

ECONOMIC STANDARDS (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.

The student will produce evidence that demonstrate their ability to:

- E1** understand the economic development of a country or region and use this knowledge to make plausible predictions.
- E2** understand the roles of various local and global economic organisations that influence and impact economies.
- E3** understand the role and influence of technology on commercial activity and quality of life.

REFERENCES

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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 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.							
	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H
<i>The students will produce evidence that demonstrates 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 organiser. 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 organiser. b) place information in proper sequence, e.g., order of occurrence; 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) note cause and effect relationships. 	<ul style="list-style-type: none"> a) create a tiered timeline that shows human development over time. b) explain the sequence and relationships of human development. 	<ul style="list-style-type: none"> a) sequentially identify the early visitors to Bermuda from 1505 to 1610 and explain their relationship to the island. 	

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.							
	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H
	<i>The students will produce evidence that demonstrates their ability to:</i>						
2. use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.	<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 dramatise (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) recognise 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 & secondary sources.</p> <p>d) analyse primary & secondary sources.</p>	<p>a) formulate conclusions based on critical examination of relevant information.</p> <p>b) 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) use grade appropriate social studies vocabulary terms in speaking and writing.</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, cues, questions & advanced organisers; nonlinguistic representations; summarising & note taking; identifying similarities & differences; generating & testing hypotheses.</p> <p>f) use technology, graphics and databases to create a research product.</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) use grade appropriate social studies vocabulary terms in speaking and writing.</p> <p>c) include appropriate facts and details.</p> <p>d) use technology, graphics and databases to create a research product.</p> <p>e) 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 to collect information for research, such as, cues, questions & advanced organisers; nonlinguistic representations; summarizing & note taking; identifying similarities & differences; generating & testing hypotheses.</p> <p>c) analyse historical documents for credibility.</p> <p>d) use grade appropriate social studies vocabulary terms in speaking and writing.</p> <p>e) include appropriate facts and details.</p> <p>f) use technology, graphics and databases to produce reports and related materials.</p> <p>g) use notes or other memory aids to structure oral presentations.</p> <p>h) acquire information from on- line sources.</p>

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.							
	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H
<i>The students will produce evidence that demonstrates their ability to:</i>							
3. comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.		<p>a) recognise instances in which more than one interpretation of factual material is valid.</p> <p>b) compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives.</p> <p>c) demonstrate an understanding that people in different times and places view the world differently.</p>	<p>a) understand the difference between fact and opinion.</p> <p>b) draw inferences from factual information.</p>	<p>a) identify relevant factual information regarding Bermuda’s model of democracy and give supporting evidence, e.g., parliamentary government, citizens’ rights and responsibilities.</p>	<p>a) compare and contrast the practice and beliefs of at least two religions.</p> <p>b) distinguish between fact and fiction.</p> <p>c) explain examples of the causes for conflict between cultures and/or religions.</p> <p>d) formulate a course of action to solving the differences between cultures and/or religions.</p>	<p>a) develop historical perspective by writing or discussing events in context of historical periods, such as but not limited to, the Industrial Revolution in England.</p> <p>b) identify the problems caused by industrialisation and relate them to present day global conditions.</p> <p>c) evaluate the early solutions to historical problems such as industrialisation and relate them to the present.</p>	<p>a) formulate questions to focus on inquiry or analysis.</p> <p>b) consider multiple perspectives of issues.</p> <p>c) identify causes of the problem or dilemma.</p> <p>d) distinguish between fact and opinion.</p>

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.							
	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H
	<i>The students will produce evidence that demonstrates their ability to:</i>						
4. understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.	a) describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behaviour of people, e.g., local songs, stories, school events, neighbourhood culture, school and public holidays, the Caribbean, African, British and Portuguese influences	a) explain how the early governance of Bermuda influenced its development 1612-1619.	a) analyse the impact modernisation had on Bermuda from 1880-1918.	a) analyse the impact of media on contemporary Bermudian culture.	a) define and use key terms for studying ancient times and early civilisations. b) identify key sources that may be used to study ancient times and early civilisations. c) compare the similarities and differences in the ways early human communities and civilisations met human needs and concerns.	a) apply ideas and theories to analyse the importance of the Renaissance period to the development that occurred in the decades that followed. b) describe the Interaction of Slaves and others in society through the Concepts of status, role and social class.	

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.							
	SS.P3.H	SS.P4.H	SS.P5.H	SS.P6.H	SS.M1.H	SS.M2.H	SS.M3.H
	<i>The students will produce evidence that demonstrates their ability to:</i>						
5. recognise patterns of change both globally and regionally and understand that changes within individual countries are influenced by global power changes.		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 closed, Bermuda's location in the mid-Atlantic between Europe and Americas.	a) evaluate the extent global events have affected Bermuda in the past and/or the present. (1700-1918)	a) evaluate the extent global events have affected Bermuda in the past and/or the present. (1920-2009)		a) analyse and evaluate the conditions, actions and motivations of colonialism that contributed to conflict and cooperation within and among nations.	a) Analyse and explain ideas and governmental mechanisms to regulate territory, manage conflict, and establish order and security under a colonial government. b) Give examples and explain how governments attempt to achieve their stated ideals at home and abroad in the pursuit of political and economic independence.

SOCIAL STUDIES (SS) PERFORMANCE STANDARDS

For
GEOGRAPHY (G)

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).							
	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G
	<i>The students will produce evidence that demonstrates 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.	<p>a) create and interpret simple maps of the community using 4 basic cardinal directions, basic symbols and keys.</p> <p>b) describe the land forms of Bermuda, e.g., bay, hills, caves, channel, cliffs, cove, dune, island, ocean, beach, pond.</p> <p>c) name the bodies of water and bridges in Bermuda.</p> <p>d) identify and locate the parishes and capital city on a Bermuda map.</p> <p>e) use knowledge of physical geography to make wise decisions on land use, transportation, settlement, etc.</p>	<p>a) create and interpret maps of Bermuda and the world, using 8 cardinal directions, symbols and simple legends.</p> <p>b) identify and describe major land forms and water bodies in Bermuda, e.g., hills, marsh, ocean, arable land, golf courses.</p> <p>c) identify and locate Bermuda, the continents, the Caribbean, the Azores and Great Britain on a map.</p>	<p>a) use cardinal and intermediate directions, latitude and longitude to locate specific points in the community and the world.</p> <p>b) explain the impact of population increases on the environment.</p>	<p>a) explain how geographic location is a factor in the creation of climatic region.</p> <p>b) use physical and thematic maps to make comparisons about natural resources and natural vegetation, etc.</p>	<p>a) interpret, use and distinguish various representations of the earth, such as, maps, globes, photographs and sketches.</p> <p>b) read and identify location using 4 digit coordinates.</p> <p>c) locate and distinguish among varying landforms and geographic features, such as, mountains, plateaus, islands and oceans.</p> <p>d) construct and use mental maps of locales and regions that demonstrate understanding of relative location, direction, size, and shape.</p> <p>e) explain the origins of Bermuda and account for its fluctuation in size.</p> <p>f) estimate distance and calculate the scale of a map.</p>	<p>a) use map reading skills to interpret and analyse a variety of maps.</p> <p>b) locate places using latitude and longitude.</p> <p>c) explain climatic changes according to different regions.</p> <p>d) locate and use the Arctic and Antarctic circles, tropics of Capricorn and Cancer, equator, prime meridian, and international date line.</p> <p>e) calculate time changes in various time zones.</p>	<p>a) use appropriate resources and geographic tools to generate and interpret information such as, data, charts, graphs and maps.</p>

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).							
	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G
	<i>The students will produce evidence that demonstrates their ability to:</i>						
2. use information on the physical and human features of places to define and study regions and their patterns of change.	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 relation 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) 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 and/or economic development. b) explain the relationship between the location of resources and population.		a) examine and analyse how physical features influence cultural patterns. b) explain the influence of geography on economic development. c) differentiate between renewable and nonrenewable resources. d) explain the relationships between the locations of resources and population distribution. e) identify the variety of regions and resources in Africa.

Geography (G) Geography will give the student understanding of its three interrelated components- subject matter (the Earth), skills (asking & answering geographic questions; acquiring, organizing & analyzing geographic information) and perspectives (spatial & ecological).							
	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G
<i>The students will produce evidence that demonstrates their ability to:</i>							
3. understand how the economic, political and cultural processes of a country or region influence migration, settlement and relationships between nations.				a) Compare the reasons various immigrant groups had for coming to Bermuda, e.g. forced labour, economic, family, adventurous. b) Explain why human activities require movement and how human networks bring areas together, e.g. employment, telecommunication, internet, etc.		a) identify the causes and effects of migration. b) explain the different reasons for migration both voluntary and involuntary.	

Geography (G) Geography will give the student understanding of its three interrelated components- subject matter (the Earth), skills (asking & answering geographic questions; acquiring, organizing & analyzing geographic information) and perspectives (spatial & ecological).							
	SS.P3.G	SS.P4.G	SS.P5.G	SS.P6.G	SS.M1.G	SS.M2.G	SS.M3.G
	<i>The students will produce evidence that demonstrates their ability to:</i>						
4. apply geographic Knowledge of people, place and environments to interpret the past, understand the present and plan for a sustainable future.	a) describe how physical environment influences human activities, e.g., weather, ocean, beach, reefs, trees, plants, marshes/swimming, boating, fishing, picnics, field games, gardening. 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.		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, condos, transportation and roads/bridges, reclamation, introduction of plants and animals.	a) 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		a) analyse the environmental consequences of humans changing the physical environment during historical periods such as the industrial and scientific revolutions in England. 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.	a) make informed decisions regarding nature-society issues in Bermuda. b) analyse the environmental consequences of humans changing the physical environment in Bermuda.

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 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
	<i>The students will produce evidence that demonstrates their ability to:</i>						
1. understand why society needs rules, laws and governments and how power is acquired, used and justified.	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 c) explain how government has changed over time.	a) explain the function and organisation of government. b) 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. b) describe how government in Bermuda receive & use their powers. c) compare and contrast a colony and independent state and the present roles of the House of Assembly and Senate and their members d) evaluate the importance of a written constitution to citizens .	a) understand the origin of laws and their influence on modern laws and institutions.	a) examine the effects of colonization and/or exploration on indigenous social structures. b) describe the interaction of governments and religious institutions. c) describe the rationale and effects of empire building by governments in the 1600s and 1700s. d) analyse the type of government in Bermuda under company rule (before 1684) explaining its achievements and problems.	a) explain the various methods used to gain independence. b) assess the various explanations used to justify one’s right to govern. c) define the term “constitution.” and understand the importance of a written constitution. d) describe how and why political parties evolve. e) evaluate the influence political parties have on the democratic process.

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.							
	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C
<i>The students will produce evidence that demonstrates their ability to:</i>							
2. understand how culture influences self-perception, national identity and the social and political characteristics of a country.	a) demonstrate awareness of Bermuda’s diverse culture. b) identify citizenship traits such as leadership, fair play, justice, empathy, respect, responsibility, volunteering, etc. c) identify major symbols of Bermuda, e.g., coat of arms, motto, flag, national song/anthem, Bermudiana, cahow, longtail, cedar, olive wood and palmetto.	a) identify and understand the importance of citizenship traits. b) explain the relevance of historical personalities.	a) explain how the post Emancipation period was influenced by the culture of enslavement. b) explain the significance of Bermuda’s political symbols and personalities.	a) describe the ways in which local and regional personalities 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) evaluate the influence Bermuda’s early development has had on individual and national identities.	a) Evaluate the influence early social and political development has had on existing individual and national identities.

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.							
	SS.P3.C	SS.P4.C	SS.P5.C	SS.P6.C	SS.M1.C	SS.M2.C	SS.M3.C
<i>The students will produce evidence that demonstrates their ability to:</i>							
3. discuss, evaluate and report on the importance and development of human rights both locally and globally.				a) describe how different political systems define and protect individual human rights, e.g. political democracy, theocracy, dictatorship.			a) define the term "humanrights". b) describe how different political systems define and protect individual human rights. c) identify, cite, and discuss important olitical documents, such as, the United Nations Human Rights Declaration, Bermuda's Human RightsAct,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.

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

Economics (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.							
	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E
<i>The students will produce evidence that demonstrates their ability to:</i>							
1. understand the economic development of a country or region and use this knowledge to make plausible predictions.	<ul style="list-style-type: none"> a) demonstrate the use and value of money as a means of exchange, e.g., direct purchase, describe U.S.A and Bermuda coins. b) describe the importance of the farming, fishing and shipping industries in Bermuda. 	<ul style="list-style-type: none"> a) describe the role of money, banking and savings in everyday life-direct purchase, describe U.S.A and Bermuda coins and notes. b) describe and explain how money makes it easier to trade, borrow, save, invest and compare the value of goods and services. c) describe the development of the main economic activities in Bermuda to 1684. d) identify various types of payments that can be made to an investor, e.g. land shares. 	<ul style="list-style-type: none"> a) describe the development of the main economic activities in Bermuda from 1700 1918. b) 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. 	<ul style="list-style-type: none"> a) describe the evolution of tourism since 1920s b) describe the origins and development of international business since the 1930s. c) describe the evolution of the Bermuda labour force since 1920,e.g. unemployment, over employment & immigration d) define and give examples of the terms “private and public goods and services” & a “market”. 	<ul style="list-style-type: none"> a) identify types of economic exchange as used in countries or regions over time. 	<ul style="list-style-type: none"> a) examine the role of the Bermuda Company (Somers Island) in Bermuda’s early economic development(pre-1684). 	

Economics (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.							
	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E
	<i>The students will produce evidence that demonstrates their ability to:</i>						
2. understand the roles of various local and global economic organisations that influence and impact economies.				a) identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, etc. b) 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. c) 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) recognise the impact the early civilisations had on modern economies.		a) analyse the effects of global organisations on contemporary economic development. b) explain the challenges developing countries face in their attempt to build strong economies.

Economics (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.							
	SS.P3.E	SS.P4.E	SS.P5.E	SS.P6.E	SS.M1.E	SS.M2.E	SS.M3.E
<i>The students will produce evidence that demonstrates their ability to:</i>							
3. understand the role and influence of technology on commercial activity and quality of life.	a) describe how technology affects individuals and the community, e.g. 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, e.g. mass media affects choices and opinions.	a) understand how individuals and groups influence each other using different forms of technology, e.g. email, advertising, websites, video games, etc.			a) evaluate the extent to which the Industrial Revolution set the foundation for the current technological era. b) examine economic issues related to the causes and abolition of slavery.	

Performance standard	P3	P4	P5	P6	M1	M2	M3
HISTORY							
1	a & b	a & b	a-c	a & b	a & b	a	
2	a-d	a-d	a-d	a & b	a-g	a-e	a-h
3		a-c	a & b	a	a-d	a-c	a-d
4	a	a	a	a	a-c	a & b	
5		a	a	a		a	a & b
GEOGRAPHY							
1	a-e	a-c	a & b	a & b	a-f	a-e	a
2	a	a	a	a	a & b		a-e
3				a & b		a & b	
4	a & b		a	a		a & b	a & b
CIVICS							
1	a & b	a-c	a & b	a-d	a	a-d	a-e
2	a-c	a & b	a & b	a		a	a
3				a			a-d
ECONOMICS							
1	a & b	a-d	a & b	a-d	a	a	
2				a-c	a		a & b
3	a	a	a			a & b	