

Middle School Curriculum

Social Studies (SS) Middle 1 2012

(includes June 2012 Performance Standards updates)

MINISTRY OF EDUCATION
Bermuda
Modified 2012



Course Rationale

In our ever changing world, it is hoped that the middle school student will become familiar with self-directed ways of accessing and creatively utilising social studies resources, information and skills. Students will find meaning in a variety of social and multicultural experiences. During the middle school years, the development of self-direction, social experiences and investigation into local and global issues will be stressed.

SOCIAL STUDIES

ADVOCATE FOR AND
GAIN AN
APPRECIATION OF
BERMUDA

GOAL 1

DEVELOP
GLOBAL
AWARENESS

GOAL 2

CELEBRATE
DIVERSITY, REDUCE
DISCRIMINATION
AND DEMONSTRATE
RESPONSIBILITY

GOAL 3

APPLY SOCIAL
STUDIES
SKILLS

GOAL 4

INTERPRET AND
PREDICT
CHANGE
OVER
TIME

GOAL 5

CONTENT AREAS

- TIME, CONTINUITY AND CHANGE
- PEOPLE, PLACES AND ENVIRONMENTS
- INDIVIDUAL DEVELOPMENT AND IDENTITY
- CULTURE
- INDIVIDUAL GROUPS AND INSTITUTIONS
- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- POWER, AUTHORITY AND GOVERNANCE
- SCIENCE, TECHNOLOGY AND SOCIETY
- GLOBAL CONNECTIONS
- CIVIC IDEAS AND PRACTICE

Department of Education
Bermuda
2007



Information, Communications, and Technology

Apply Technology Effectively

- Use technology as a tool to *research, organize, evaluate and communicate information*
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to *access, manage, integrate, evaluate and create information* to successfully function in a knowledge economy
- Apply a fundamental understanding of the *ethical/legal issues* surrounding the access and use of information technologies

Source: P21 Framework Definitions

Students need to be aware of the genres of technology that are available and how they can use tools of technology to become better thinkers and communicators. Digital literacy consists of students being able to:

- Access:** Know how to search for, find and retrieve information digitally (e.g., conduct an Internet search using a variety of search engines and browsers).
- Manage:** Put accessed information into an organized structure for future access or application of the information (e.g., create a wiki, use RSS feeds, social bookmarking).
- Integrate:** Use technology tools to synthesize, summarize, compare and classify information from multiple sources (e.g., create charts, tables, spreadsheets, content aggregators).
- Evaluate:** Judge the usefulness of information for a given purpose as well as its quality, relevance, validity and appropriateness (e.g., use criteria to evaluate the source and content).
- Create:** Use information to create new ideas by adapting it or applying it; putting information to use in a way that does not already exist (e.g., write a recommendation, film a video, create tables).
- Communicate:** Use an appropriate technology to share information with an audience (e.g., use Facebook, Twitter, blogs).

The Seven Categories of Technology		
Technology Category	Definition	Examples
Word processing applications	Software that enables the user to type and manipulate text	Microsoft Word, OpenOffice.org Writer, Google Docs, MYAccess!
Spreadsheet software	Software that enables the user to type and manipulate numbers	Microsoft Excel, OpenOffice.org Calc, InspireData, Google Spreadsheets
Organising and brainstorming software	Software that enables the user to create idea maps, KWHL charts, and category maps	Inspiration, Kidspiration, BrainStorm, SMART Ideas, Visual Mind
Multimedia	Software that enables the user to create or access visual images, text, and sound in one product	iMovie, Microsoft Movie Maker, Adobe Photoshop, Microsoft PowerPoint, KidPix Studio, Keynote, OpenOffice.org, Impress
Data collection tools	Hardware and software that enable the user to gather data	Probeware, USB microscopes, classroom response systems
Web resources	Resources available on the Web that enable the user to gather information or apply or practice a concept	Virtual tours, information, applets, movies, pictures, simulations
Communication software	Software that enables the user to communicate via text, presentation, voice, or a combination of the three	Blogs, e-mail, VoIP, podcasts, wikis

Figure 6 Using Technology with Classroom Instructions that works, p. 12

SOCIAL STUDIES AND ENGLISH (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 the middle school level.

MIDDLE 1 (stage 7)

Phonics, spelling & vocabulary	Reading (non-fiction)	Writing (non-fiction)	Speaking & listening
<ul style="list-style-type: none"> • Use a dictionary & thesaurus effectively to further develop vocabulary. • Learn a range of vocabulary appropriate to their needs, & use words precisely in speech & writing to clarify & extend meaning & to interest their audience. 	<ul style="list-style-type: none"> • Extract the main points & relevant information from a text or ICT source, using a range of strategies such as skimming & scanning. • Make relevant notes to select, collate & summarise ideas from texts. • Explore the variety & range of ways in which the content of texts can be organized, structured & combined. 	<ul style="list-style-type: none"> • Use features & conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade & comment. • Practice note-taking using different styles for different purposes. 	<ul style="list-style-type: none"> • Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue & persuade. • Deliberately shape talk for clarity & effect & to engage listener. • Use a range of vocabulary appropriate to context, & use language to clarify meaning & to interest & convince their audience. • Practice speaking fluently & clearly at an appropriate pace & volume. • Develop the ability to listen courteously to others & be sensitive to turn taking. • Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses & showing awareness of a speaker's aims. • Work in solo, paired & group assignments, including role-play. • Through role-play, show insight into texts & issues through choice of speech, gesture & movement. • Explain features of own & others' language, showing sensitivity to the impact of varying language for different purposes & situations.

MIDDLE SCHOOL COURSE OVERVIEW

COURSE TITLE: Social Studies

M1 LEVEL

COURSE CODE: MDLSS

CORE OR **ENCORE**

Course Rationale

In our ever changing world, it is hoped that the middle school student will become familiar with self-directed ways of accessing and creatively utilising social studies resources, information and skills. Students will find meaning in a variety of social and multicultural experiences. During the middle school years, the development of self-direction, social experiences and investigation into local and global issues will be stressed.

M1 COURSE REQUIREMENTS

The requirements for this course are as follows:

Note: The teacher is not restricted to using the standards only where indicated in the curriculum.

EXAMPLE PERFORMANCE ASSESSMENTS <ul style="list-style-type: none"> • Map making, reading & interpretation • Oral/digital presentations • Debates/decision-making/collaboration • Conflict resolution/problem-solving • Historical interviews • Role play (historical characters) 	30%
EXAMPLE PRODUCT ASSESSMENTS <ul style="list-style-type: none"> • Models or other types of art • Projects that compare & contrast; show cause & effect or change over time • Time lines – multi tiered • Historical Diaries/journals (personalise events) • Research paper • Write plays or music 	40%
EXAMPLE WRITTEN ASSESSMENTS <ul style="list-style-type: none"> • Write to persuade, narrate, comment or review • Short quizzes • End of module tests 	15%
Final Examination of entire course. Final examinations should consist of: <ul style="list-style-type: none"> • No more than 20 multiple choice • Short answers (sentence – paragraph(s)) • Data & picture analysis • Map, time line reading & interpretation of other visuals • Critical thinking/ problem solving/decision making (contextual open ended questions) 	15%
TOTAL	100%

COURSE RESOURCES

Classroom Atlas, Rand McNally revised 2007 ed.

The Bermuda Atlas, Macmillan, 2007

World Studies: Foundation of Geography, Prentice Hall, 2005

United Streaming, World Studies: The Ancient World, Prentice Hall, 2005

COURSE OUTLINE

M1 Module 1A – 1D	M2 Module 2A – 2D	M3 Module 3A- 3D
<p>A. Geography Skills 9</p> <ul style="list-style-type: none"> - the geographer - types of maps - origins of Bermuda - use atlases and globes <p>B. The World and its Early People (before 4000 BC)..... 5</p> <ul style="list-style-type: none"> - why study the past - key sources - the beginning <p>C. Rise and Spread of Civilizations (3000 BC – AD 1200) 14</p> <ul style="list-style-type: none"> - human development - characteristics of civilization - locations - development - impact today <p>D. Research and Analysis: Compare and Contrast4</p> <ul style="list-style-type: none"> - research skills - interviewing skills - presentation techniques - religious compare and contrast 	<p>A. Towards Modern Times 12</p> <ul style="list-style-type: none"> - map interpretation - location, climate and time zones - The Renaissance - The Reformation - Age of Exploration - Scientific and Industrial Revolutions - Colonisation <p>B. Discovery, Exploration and Settlement of Bermuda (1505 – 1684) 8</p> <ul style="list-style-type: none"> - discovery - early visitors -The Shipwreck - settlement - first three governors - People’s origins <p>C. Slavery and its Abolition (1500 -1870) 8</p> <ul style="list-style-type: none"> - origins & conditions - reasons for slaves - slave system & rebellions - compare and contrast - abolition <p>D. Research and Analysis: “Change” 4</p> <ul style="list-style-type: none"> - reflection dialogue & product - presentation techniques - computer skills 	<p>A. Bermuda in the Modern Era (1920 – the present) ... 9</p> <ul style="list-style-type: none"> - influence of geography - environmental threats - sustainable development - global influence - party system - the constitution <p>B. Caribbean in the Modern Era (1804-present) 9</p> <ul style="list-style-type: none"> - map interpretation - location - compare and contrast - effects of colonialism - independence - economic developments - connections with Bermuda <p>C. Africa in the Modern Era (1880 – present)..... 9</p> <ul style="list-style-type: none"> - regions and resources - effects of colonialism - nationhood and independence - African influences <p>D. Research and Analysis: Human Rights in the Modern Era including Bermuda 5</p> <ul style="list-style-type: none"> - research skills - diverse presentations - interview skills - organize information - problem solve
Subtotal		32
Optional weeks		<u>4</u>
Total weeks		36

MODULE - A

SOCIAL STUDIES

MODULE TITLE: <i>Geography Skills</i>		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDLIASS
TIME ALLOTTED: <i>9 weeks</i>		1	2	3	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p style="text-align: center;">SS.M1.G GEOGRAPHY</p> <p>Geography will give the student an understanding of its three interrelated components- subject matter (the Earth), skills (asking & answering geographic questions; acquiring, organising & analysing geographic information) and perspectives (spatial & ecological).</p>	<p style="text-align: center;">G1 Geographic Representations</p> <p>use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.</p>	<p>People, Places and Environment</p> <ul style="list-style-type: none"> What role does geographic knowledge play in decision making of an individual, community or country? Why is it important to understand Bermuda’s geographic features? How does technology help geographers understand Earth better? 	<p>Curriculum Objectives:</p> <p>1. discover how geographers study the world by asking questions about it, measuring it with scientific tools and making maps:(Q1)</p> <ul style="list-style-type: none"> <i>geographers look at a particular location and ask: Where is it in relation to other places? What is it like there? When was it formed? How did it get to be that way? Tools geographers use: maps, compass, satellites, GIS, etc.</i> <p>2. recognise and use different types of maps to obtain and report information and identify the characteristics common to all good maps: (Q1)</p> <ul style="list-style-type: none"> <i>differences between a map and a globe: map is flat and globe is a more accurate model of the Earth. However, map is more useful to show detail.</i> <i>definition of a map including characteristics of a good map: physical, political and thematic maps. Key components: title, compass rose, key (legend) and scale.</i> <i>Use maps to gain factual information.</i> <i>Create a simple map for a particular purpose.</i> <p>3. explain and demonstrate the origins and growth of Bermuda.(Q1)</p> <ul style="list-style-type: none"> <i>formation of Bermuda: volcano, Mid-Atlantic Ridge, Bermuda Sea Mount, erosion, platform, coral growth, sand dunes, limestone.</i> 	<p>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p style="color: blue;">Performance Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical group presentation to share information with a specific audience using specific social studies vocabulary (e.g. to class, school, Facebook, Twitter, blogs) <input type="checkbox"/> Prepare collaboratively for a debate on an issue from two points of view –perspective (e.g. creation, map vs globe) <input type="checkbox"/> Search for, find and retrieve information digitally and from text <input type="checkbox"/> Fieldwork as an extension of classroom learning (e.g. archaeological dig, sketch and analyse real artefacts in historical context, etc.) 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
SS.M1.G GEOGRAPHY			<p>Assessment Indicators:</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>Product Assessment:</p> <p><input type="checkbox"/> Create historical artefact (e.g. Egyptian bricks with mud and wooden boards, pyramids, tablet with cuneiform writing, etc.)</p> <p><input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research, etc.)</p> <p><input type="checkbox"/> Timeline showing sequence and relationships</p> <p><input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.)</p> <p><input type="checkbox"/> Compare and contrast visuals (e.g. Venn diagrams, tables, graphs, etc.)</p>

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.G GEOGRAPHY</p>	<p>G2 Patterns of Change</p> <p>use information on the physical and human features of places to define and study regions and their patterns of changes.</p>	<p>Time, Continuity and Change</p> <ul style="list-style-type: none"> • What are Earth’s major physical features? • How does geography influence what, how and why we do things? • How do physical geographic changes influence change in what and how people do things? 	<p>Curriculum Objective:</p> <p>4. utilise an atlas to interpret a variety of features and regions and demonstrate how they are used to define regions culturally and physically. (Q2)</p> <ul style="list-style-type: none"> • <i>climate, topography, vegetation, population, rainfall, religions, governments, resources, economies.</i> • <i>use atlas skills to make demographic and comparative analysis of countries</i> <p>Assessment Indicators:</p> <p>a) examine and analyse how physical features influence cultural patterns and/or economic development.</p> <p>b) explain the relationship between the location of resources and population.</p>	<p>Written Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write to inform (I), explain (E), describe (D), argue (A), persuade (P) and comment (C) <input type="checkbox"/> Practice note-taking circle genres used <input type="checkbox"/> Quarter exam including content, vocabulary and skills

RECOMMENDED RESOURCES:

- Bermuda Aquarium, Museum and Zoo
Classroom Atlas. Rand McNally, 2003.
 computers, i.e. Internet
 Facts and Figures from Statistics Department
 globes
 local maps from Planning Department
 transparencies
 United Streaming and other web resources
World Studies: Foundations of Geography; Teacher’s Edition. Prentice Hall, 2005.
World Studies: Foundations of Geography; All in one Teacher’s Resources. Prentice Hall, 2005.
World Studies: Foundations of Geography. Prentice Hall, 2005. (with PHSchool.com)
World Studies: Foundations of Geography; Student Express. Prentice Hall, 2005.
- Interactive textbook (with glossary & reference resources)
 - Student workbooks
 - Social Studies Skills Tutor
 - MapMaster Interactive CD-ROM
- World Studies Video Program DVD: Pearson, Prentice Hall

GLOSSARY

Cardinal directions: north, south, east and west.

Compass rose: a diagram of a compass showing direction on a map.

Continent: one of the seven largest land areas on Earth – Africa, Antarctica, Asia, Australia (Oceania: Australia and surrounding islands), Europe, North America, South America.

Demography: the scientific study of population change and population distribution.

Desertification: the process by which fertile land becomes too dry or damaged to support life.

Drought: a long period without rain.

Environment: natural surroundings.

Equator: marks 0° latitude and divides Earth into the southern and northern hemispheres.

Five themes of geography: location, regions, place, movement and human-environment interaction.

Geography: is the study of Earth, our home planet.

Globe: a scale model of the Earth showing the Earth's shape, lands, directions and distances in accurate proportions.

Hemisphere: each half of Earth.

Intermediate directions: lie between the cardinal directions: northwest, northeast, southwest, southeast.

Legend or key: is the part of the map that explains the symbols and shading on the map.

Lines of Latitude: is the distance north or south of the Equator, measured in units called degrees. They are also called parallels because they run east and west and never cross..

Lines of longitude: is the distance east or west of the Prime Meridian, measured in degrees. They are also called meridians and run from the north pole to the south pole.

Map: a representation of the Earth drawn or printed on a flat surface.

Migration: movement of people from one place or region to another.

Population density: the average number of people per square mile or square kilometer.

Prime meridian: marks 0° longitude and divides the globe into the eastern and western hemispheres.

Relative location: the location of a place described in relation to places near it..

Scale: relative size; in proportion to something else.

MODULE - B

SOCIAL STUDIES

MODULE TITLE: THE WORLD AND ITS EARLY PEOPLE (before 4000 BCE)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDLIBSS
TIME ALLOTTED: 5 weeks		1	2	3	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p style="text-align: center;">SS.M1.H HISTORY</p> <p>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 predictions and develop understanding of multiple perspectives and cultures.</p>	<p style="text-align: center;">H2 Communication</p> <p>use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.</p>	<p style="text-align: center;">Culture</p> <ul style="list-style-type: none"> • Why study this period? • How was this period similar to the present? • How was this period different from the present? 	<p>Curriculum Objectives:</p> <p>1. explain how studying ancient civilisations can help us understand how others lived long ago. (Q2)</p> <ul style="list-style-type: none"> • <i>the paintings, writings, tools and other artifacts give clues as to how they lived –archaeological evidence</i> • <i>cite examples of what can be an artifact</i> • <i>difference between BC and AD</i> • <i>timelines (dates) & their significance</i> <p>Assessment Indicators:</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>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p>Performance Assessment:</p> <p><input type="checkbox"/> Analytical group presentation to share information with a specific audience using specific social studies vocabulary (e.g. to class, school, Facebook, Twitter, blogs)</p> <p><input type="checkbox"/> 2 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural tolerance, civilization are they really civilized, etc.)</p> <p><input type="checkbox"/> Search for, find and retrieve information digitally and from text</p> <p><input type="checkbox"/> Fieldwork as an extension of classroom learning (e.g. archaeological dig, sketch and analyse real artefacts in historical context, etc.)</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.H HISTORY</p>	<p>H4 Impact of Human Interaction</p> <p>understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.</p>	<p>Time, Continuity and Change</p> <ul style="list-style-type: none"> • Why study this period? • Why are there different beliefs/perspectives? • How do we know our interpretations of ancient times are true? 	<p>Curriculum Objectives:</p> <p>2. recognise key sources for understanding ancient times. (Q2)</p> <ul style="list-style-type: none"> • <i>historians, anthropologists, archaeologists, oral traditions and biblical records.</i> <p>3. describe the biblical explanation for the beginning of early human communities and at least one other. (Q2)</p> <ul style="list-style-type: none"> • <i>understand different explanations for the beginning of life on Earth: Creationism and Big Bang or folk stories.</i> • <i>locate places and regions of early people.</i> <p>4. define key vocabulary associated with ancient times. (Q2)</p> <ul style="list-style-type: none"> • <i>see glossary at the end of the unit</i> <p>Assessment Indicators:</p> <p>a) define and use key terms for studying ancient times and early civilisations.</p> <p>b) identify key sources that may be used to study ancient times and early civilisations.</p> <p>c) compare the similarities and differences in the ways early human communities and civilisations met human needs and concerns.</p>	<p><input type="checkbox"/> An interview (e.g. to gather information on change over time)</p> <p>Product Assessment:</p> <p><input type="checkbox"/> Create historical artefact (e.g. Egyptian bricks with mud and wooden boards, pyramids, tablet with cuneiform writing, etc.)</p> <p><input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research, etc.)</p> <p><input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.)</p> <p>Written Assessment:</p> <p><input type="checkbox"/> Write to inform (I), explain (E), describe (D), argue (A), persuade (P) and comment (C)</p> <p><input type="checkbox"/> Practice note-taking circle genres used</p> <p><input type="checkbox"/> Quarter exam including content, vocabulary and skills</p>

RECOMMENDED RESOURCES:

Classroom Atlas. Rand McNally, 2003.

computers, i.e. Internet

transparencies

United Streaming

World Studies: The Ancient World; Teacher's Edition. Prentice Hall, 2005.

World Studies: The Ancient World; All in one Teacher's Resource. Prentice Hall, 2005.

World Studies: The Ancient World. Prentice Hall, 2005. (with PHSchool.com)

World Studies: The Ancient World; Student Express. Prentice Hall, 2005.

- Interactive textbook (with glossary & reference resources)
- Student workbooks
- Social Studies Skills Tutor
- Web Resources
- MapMaster Interactive CD-ROM

World Studies Video Program DVD: Pearson, Prentice Hall

GLOSSARY

A.D.: Anno Domini which means in the year of our Lord or the years after Jesus' birth.

Ancient world: begins with prehistory and ends with the fall of the Roman Empire.

Anthropologists: scientists who study people and their cultures.

Archaeologists: scientist who examine objects to learn about past peoples and cultures.

B.C.: years before the birth of Christ.

BCE: the contemporary secular reference for BC meaning before the common era.

CE: the contemporary secular reference for AD meaning in the common era.

History: the written and other recorded events of people.

Oral traditions: stories passed down by word of mouth.

Prehistory: the period before writing was invented.

Stone Age: was a period of time during which early humans made lasting tools and weapons mainly from stone.

MODULE - C

SOCIAL STUDIES

MODULE TITLE: RISE AND SPREAD OF CIVILIZATIONS (3000 BCE –1200CE)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL1CSS
TIME ALLOTTED: 14 weeks		1	2	3	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p style="text-align: center;">SS.M1.H HISTORY</p> <p>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 predictions and develop understanding of multiple perspectives and cultures.</p>	<p style="text-align: center;">H1 Organisation of Historical Information</p> <p>organise information chronologically and understand the sequence and relationships of events.</p>	<p style="text-align: center;">Time, Continuity and Change</p> <ul style="list-style-type: none"> • What makes a human community a civilisation? • Is the concept civilisation static or has it changed over time? • Are there degrees of civilisation? 	<p>Curriculum Objectives:</p> <p>1. explain the sequence of human development from hunter gatherers to builders of great civilizations. (Q3)</p> <ul style="list-style-type: none"> • <i>identify and explain the increase in sophistication from one level to the next, i.e., hunter-gatherers, agriculturalists, civilisation builders.</i> <p>Assessment Indicators:</p> <p>a) create a tiered time line that shows human development over time.</p> <p>b) explain the sequence and relationships of human development.</p>	<p>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p>Performance Assessments:</p> <p><input type="checkbox"/> Analytical group presentation to share information with a specific audience using specific social studies vocabulary (e.g. to class, school, Facebook, Twitter, blogs)</p> <p><input type="checkbox"/> 2 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural tolerance, civilization are they really civilized, etc.)</p> <p><input type="checkbox"/> Prepare collaboratively for a debate on an issue from two points of view –perspective (e.g. creation, map vs globe)</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.H HISTORY</p>	<p>H4 Impact of Human Interaction</p> <p>understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.</p>	<p>Time, Continuity and Change</p> <ul style="list-style-type: none"> • What makes a human community a civilisation? • Is the concept civilisation static or has it changed over time? • Are there degrees of civilisation? 	<p>Curriculum Objectives:</p> <p>3. identify and explain the major characteristics of civilisation. (Q3)</p> <ul style="list-style-type: none"> • <i>government, economy, belief system, social organisation, oral and written language, architecture.</i> <p>4. trace the development of two of the civilisations listed, explaining their culture, belief system, government, economy, social organisation and architecture. (Q3)</p> <ul style="list-style-type: none"> • <i>Ancient Mesopotamia (3300 BCE-539 BCE), Ancient Egypt (3100 BCE-31 BCE), Ancient Greece (359 BCE-146 BCE), Ancient Askum (100 BCE-950CE) or Ancient Rome (44 BCE-476CE), Ancient Ghana (600CE-1250CE).</i> <p>5. illustrate the impact of ancient cultures and civilisations on the world today, including the great contributions of African people. (Q3)</p> <ul style="list-style-type: none"> • <i>ancient civilisations of the Nile, Tigris, and Euphrates Rivers.</i> • <i>Babylon, Assyria (biblical heritage).</i> • <i>impact of polytheism and monotheism.</i> • <i>Greek and Roman history and politics.</i> • <i>African history contributions: astronomy, mathematics, philosophy.</i> • <i>gold and salt trading in Ghana.</i> 	<p><input type="checkbox"/> Search for, find and retrieve information digitally and from text</p> <p>Product Assessments:</p> <p><input type="checkbox"/> Create historical artefact (e.g. Egyptian bricks with mud and wooden boards, pyramids, tablet with cuneiform writing, etc.)</p> <p><input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research, etc.)</p> <p><input type="checkbox"/> Timeline showing sequence and relationships</p> <p><input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.)</p> <p><input type="checkbox"/> Compare and contrast visuals (e.g. Venn diagrams, tables, graphs, etc.)</p>

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
SS.M1.H HISTORY			<p>Assessment Indicators:</p> <p>a) define and use key terms for studying ancient times and early civilisations.</p> <p>b) identify key sources that may be used to study ancient times and early civilisations.</p> <p>c) compare the similarities and differences in the ways early human communities and civilisations met human needs and concerns.</p>	<p>Written Assessments:</p> <p><input type="checkbox"/> Write to inform (I), explain (E), describe (D), argue (A), persuade (P) and comment (C)</p> <p><input type="checkbox"/> Practice note-taking circle genres used</p> <p><input type="checkbox"/> Quarter exam including content, vocabulary and skills</p>

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.G GEOGRAPHY</p> <p>Geography will give the student an understanding of its three interrelated components- subject matter (the Earth), skills (asking & answering geographic questions; acquiring, organising & analysing geographic information) and perspectives (spatial & ecological).</p>	<p>G1 Geographic Representations</p> <p>use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • How does geography influence human development? 	<p>Curriculum Objectives:</p> <p>2. locate the Ancient civilisations of Mesopotamia, Egypt, Askum, Ghana, Greece and Rome and identify the time periods during which each existed and the major water source that serviced each.(Q3)</p> <ul style="list-style-type: none"> • <i>use historical atlas or internet to locate early civilisations on a map.</i> • <i>create a time line showing when each existed.</i> • <i>use atlas to locate the rivers that provided water for each civilisation.</i> <p>Assessment Indicators:</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 digits coordinates.</p> <p>c) locate and distinguish among varying landforms and geographic features, such as, mountains, plateaus ,islands and oceans.</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.C CIVICS</p> <p>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.</p>	<p>C1 Laws, Governments and Power</p> <p>understand why society needs rules, laws and governments and how power is acquired, used and justified.</p>	<p>Power, Authority and Governance</p> <ul style="list-style-type: none"> • Why does the governance within a civilisation inevitably affect the citizens within it? • How does power manifest in multiple ways within environments, societies and civilisations? • When is authority legitimate? 	<p>Curriculum Objectives:</p> <p>4. trace the development of two of the civilisations listed, explaining their culture, belief system, government, economy, social organisation and architecture. (Q3)</p> <ul style="list-style-type: none"> • <i>Ancient Mesopotamia (3300 BCE-539 BCE), Ancient Egypt (3100 BCE-31 BCE), Ancient Greece (359 BCE-146 BCE), Ancient Askum (100 BCE-950CE) or Ancient Rome (44 BCE-476CE), Ancient Ghana (600CE-1250CE).</i> <p>Assessment Indicators:</p> <p>a) understand the origin of laws and their influence on modern laws and institutions.</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.E ECONOMICS</p> <p>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.</p>	<p>E1 Economic Activity</p> <p>understand the economic development of a country or region and use this knowledge to make plausible predictions.</p>	<p>Production, Distribution and Consumption</p> <ul style="list-style-type: none"> How is trade and production organised within an economy and a society? 	<p>Curriculum Objectives:</p> <p>4. trace the development of two of the civilisations listed, explaining their culture, belief system, government, economy, social organisation and architecture. (Q3)</p> <ul style="list-style-type: none"> <i>Ancient Mesopotamia (3300 BCE-539 BCE), Ancient Egypt (3100 BCE-31 BCE), Ancient Greece (359 BCE-146 BCE), Ancient Askum (100 BCE-950CE) or Ancient Rome (44 BCE-476CE), Ancient Ghana (600CE-1250 CE)</i> <p>Assessment Indicators:</p> <p>a) Identify types of economic exchange as used in countries or regions over time.</p>	
	<p>E2 Global Economies and Organizations</p> <p>understand the roles of various local and global economic organisations that influence and impact economies.</p>	<p>Production, Distribution and Consumption</p> <ul style="list-style-type: none"> 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? 	<p>Curriculum Objectives:</p> <p>5. illustrate the impact of ancient cultures and civilisations on the world today, including the great contributions of African people. (Q3)</p> <ul style="list-style-type: none"> <i>ancient civilisations of the Nile, Tigris, and Euphrates Rivers</i> <i>Babylon, Assyria (biblical heritage)</i> <i>impact of polytheism and monotheism</i> <i>Greek and Roman history and politics</i> <i>African history contributions: astronomy, mathematics, philosophy</i> <i>gold and salt trading in Ghana</i> <p>Assessment Indicators:</p> <p>a) recognise the impact the early civilisations had on modern economies.</p>	

RECOMMENDED RESOURCES:

Atlas

Bermuda Five Centuries book

computers, i.e. Internet

supplementary teacher resource on biblical black heritage: The Black Heritage Bible

United Streaming

World Studies: The Ancient World; Teacher's Edition. Prentice Hall, 2005.

World Studies: Medieval Times To Today; Teacher's Edition. Prentice Hall, 2005.

World Studies: The Ancient World; All in one Teacher's Resource. Prentice Hall, 2005.

World Studies: Medieval Times To Today; All in one Teacher's Resource. Prentice Hall, 2005.

Classroom Atlas. Rand McNally, 2003.

World Studies: The Ancient World. Prentice Hall, 2005. (with PHSchool.com)

World Studies: Medieval Times To Today. Prentice Hall, 2005

World Studies: The Ancient World; Student Express. Prentice Hall, 2005.

World Studies: Medieval Times To Today; Student Express. Prentice Hall, 2005

- Interactive textbook (with glossary & reference resources)
- Student workbooks
- Social Studies Skills Tutor
- Web Resources
- MapMaster Interactive CD-ROM
- World Studies Video Program DVD: Pearson, Prentice Hall.

GLOSSARY

Absolute power: complete control over a people.

Afterlife: a life after death.

Aksum: located in present day Ethiopia, was an important East African centre of trade.

Aqueducts: structures that carried water over long distances.

Aristocrat: a member of a rich and powerful family.

Artisan: is a worker who is especially skilled in crafting items by hand.

Barbarians: wild, uncivilized people.

City-state: is a city that is also a separate, independent state.

Civilization: is a society that has cities, a central government run by official leaders, and workers who specialize in various jobs.

Colosseum: the site of contests and combats between people and animals.

Cuneiform: was a script that could be used to represent different languages. It combined symbols to make groups of wedges and lines.

Delta: is a plain at the mouth of a river.

Democracy: a form of government in which citizens govern themselves.

Dynasty: is a series of rulers from the same family or ethnic group.

Empire: is an area of many territories and people that is controlled by one government.

Fertile crescent: a region in southwest Asia that was the site of the world's first civilizations.

Ghana: first west African kingdom to be based on the wealth of the salt and gold trade.

Hammurabi: ruled Babylonia from about 1792 to 1750 BC. He set down rules for everyone in his empire to follow. These rules are known as Hammurabi's Code.

Hieroglyphs: a script composed of picturelike symbols.

Hunter-gatherers: people who gather wild food and hunt animals to survive.

Irrigation: supplying land with water from another place using a network of canals.

Monotheism: a belief in one god.

Mummy: the preserved body of a dead person.

Myths: stories about gods that explain people's beliefs.

Nomads: people who have no permanent home but move from place to place in search of food, water and pasture.

Papyrus: an early form of paper made from reed found in the marshy areas of the Nile delta.

Patrician: was a member of a wealthy, upper-class family in the Roman Republic.

Pharaoh: the title used by the kings of Egypt.

Plebeians: ordinary citizens.

Polytheism: is a belief in many gods.

Pyramids: huge buildings with four sloping triangle-shaped sides.

Republic: citizens have the right to vote to select their leaders.

Scribes: professional writers.

Silt: is fine soil found on river bottoms.

Social class: is a group of people having similar backgrounds, incomes and ways of living.

Surplus: more than what is needed.

Tyrant: a ruler who takes power by force.

Veto: is the rejection of any planned action by a person in power.

MODULE - D

SOCIAL STUDIES

MODULE TITLE: RESEARCH AND ANALYSIS <i>Compare and Contrast</i>		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL1DSS
TIME ALLOTTED: 4 weeks		1	2	3	
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p style="text-align: center;">SS.M1.H HISTORY</p> <p>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 predictions and develop understanding of multiple perspectives and cultures.</p>	<p style="text-align: center;">H3 Historical Perspective</p> <p>comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.</p>	<p style="text-align: center;">Culture</p> <ul style="list-style-type: none"> • How do different religious perspectives lead groups to interpret the same event differently? • In what ways can religions be compared and what can we learn from comparisons? • How do beliefs influence other aspects of culture, such as institutions and art? 	<p>Curriculum Objectives:</p> <p>1. compare the similarities and differences between Judaism, Christianity and Islam. (Q4)</p> <ul style="list-style-type: none"> • <i>Judaism</i> • <i>Christianity</i> • <i>Islam</i> <p>Assessment Indicators:</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>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p>Performance Assessments:</p> <p><input type="checkbox"/> Analytical group presentation to share information with a specific audience using specific social studies vocabulary (e.g. to class, school, Facebook, Twitter, blogs)</p> <p><input type="checkbox"/> 2 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural tolerance, civilization are they really civilized, etc.)</p> <p><input type="checkbox"/> Prepare collaboratively for a debate on an issue from two points of view –perspective (e.g. creation, map vs globe)</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M1.H HISTORY</p>	<p>H2 Communication</p> <p>use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.</p>		<p>Curriculum Objectives:</p> <p>2. develop research skills. (Q4)</p> <ul style="list-style-type: none"> • <i>field trips to library/archives</i> • <i>internet</i> • <i>other relevant sources</i> <p>3. acquire interviewing skills. (Q4)</p> <ul style="list-style-type: none"> • <i>formulate historical questions to focus the inquiry</i> • <i>discern fact from opinion</i> <p>4. apply presentation techniques. (Q4)</p> <ul style="list-style-type: none"> • <i>use of technology</i> • <i>use of subject vocabulary</i> • <i>engage audience</i> <p>Assessment Indicators:</p> <p>b) use 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 organizers; nonlinguistic representations; summarizing & note taking; identifying similarities & differences; generating & testing hypotheses.</p> <p>f) Use technology, graphics and databases to produce a research product.</p> <p>g) provide a sense of closure to their research.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Search for, find and retrieve information digitally and from text <input type="checkbox"/> Fieldwork as an extension of classroom learning <input type="checkbox"/> An interview (e.g. to gather information on change over time) <p>Product Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research, etc.) <input type="checkbox"/> Timeline showing sequence and relationships <input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Compare and contrast visuals (e.g. Venn diagrams, tables, graphs, etc.)

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p style="text-align: center;">SS.M1.G GEOGRAPHY</p> <p>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).</p>	<p style="text-align: center;">G1 Geographic Representation</p> <p>use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.</p>		<p>Curriculum Objectives: 5. create a map showing the origins of Judaism, Christianity and Islam. (Q4)</p> <p>Assessment Indicators: d) construct and use mental maps of locales and regions that demonstrate understanding of relative location, direction, size and shape.</p>	<p>Written Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write to inform (I), explain (E), describe (D), argue (A), persuade (P) and comment (C) <input type="checkbox"/> Practice note-taking circle genres used <input type="checkbox"/> Quarter exam including content, vocabulary and skills

RECOMMENDED RESOURCES:

- bulletin board displays
- cameras
- internet
- oral accounts, interviews
- magazine articles
- holy books

GLOSSARY

Bibliography: list of books of any author , subject and their editions.

Christianity: religion founded by Jesus.

Diaspora: the scattering of people who have a common background or beliefs.

Judaism: Israelite beliefs regarding God's plan for the Israelite people.

Muhammad: the prophet and founder of Islam.

Primary source: An account of an event by someone who was present at the event.

Secondary source: An account of an event by someone who did not witness the event.

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"> • Identify the main issue, the main idea, or the problem, and explain their reasoning
Analyze arguments	A text, speech, or experimental design	<ul style="list-style-type: none"> • Identify what evidence the author gives that supports (or contradicts) the argument • Identify assumptions that must be true to make the argument valid • Explain the logical structure of the argument (including identifying irrelevancies, if they exist)
Compare and contrast	Two texts, events, scenarios, concepts, characters, or principles	<ul style="list-style-type: none"> • Identify elements in each • Organize the elements according to whether they are alike or different
Evaluate materials and methods for their intended purposes	A text, speech, policy, theory, experimental design, work of art	<ul style="list-style-type: none"> • Identify the purpose the author or designer was trying to accomplish • Identify elements in the work • Judge the value of those elements for accomplishing the intended purpose • Explain their reasoning

To Assess How Well Students Can ...	Provide This Kind of Material ...	And Ask Students To ...
Put unlike things together in a new way	A complex task or problem	<ul style="list-style-type: none"> • Generate multiple solutions <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Plan a procedure <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Produce something new
Assess their own work	A set of clear criteria and one or more examples of their own work	<ul style="list-style-type: none"> • Identify elements in their own work • Evaluate these elements against the criteria • Devise a plan to improve
Make or evaluate a deductive conclusion	Statement or premises	<ul style="list-style-type: none"> • Draw a logical conclusion and explain their reasoning <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Select a logical conclusion from a set of choices <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Identify a counter-example that renders the statement untrue
Make or evaluate an inductive conclusion	A statement or scenario and information in the form of a graph, table, chart, or list	<ul style="list-style-type: none"> • Draw a logical conclusion and explain their reasoning <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Select a logical conclusion from a set of choices

To Assess How Well Students Can ...	Provide This Kind of Material ...	And Ask Students To ...
Evaluate the credibility of a source	A scenario, speech, advertisement, Web site or other source of information	<ul style="list-style-type: none"> • Decide what portion of the information is believable, and explain their reasoning
Identify implicit assumptions	An argument, speech, or explanation that has some implicit assumptions	<ul style="list-style-type: none"> • Explain what must be assumed (taken for granted) in order for the argument or explanation to make sense <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Select an implicit assumption from a set of choices
Identify rhetorical and persuasive strategies	A speech, advertisement, editorial, or other persuasive communication	<ul style="list-style-type: none"> • Identify elements of the communication that are intended to persuade, and explain why • Identify any statements or strategies that are intentionally misleading, and explain why
Identify or define a problem	A scenario or problem description	<ul style="list-style-type: none"> • Identify the problem that needs to be solved <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Identify the question that needs to be answered

To Assess How Well Students Can ...	Provide This Kind of Material ...	And Ask Students To ...
Identify irrelevancies to solving a problem	A scenario or problem description that may include some irrelevant material	<ul style="list-style-type: none"> • Identify the elements that are relevant and irrelevant to solving the problem, and explain their reasoning
Describe and evaluate multiple solution strategies	A scenario or problem description	<ul style="list-style-type: none"> • Solve the problem in two or more ways • Prioritize solutions and explain their reasoning
Model a problem	A scenario or problem description	<ul style="list-style-type: none"> • Draw or diagram the problem situation
Identify obstacles to solving a problem	A scenario or problem description	<ul style="list-style-type: none"> • Explain why the problem is difficult • Describe obstacles to solving the problem • Identify additional information needed for solving the problem
Reason with data	A text, cartoon, graph, data table, or chart and a problem that requires this information for its solution	<ul style="list-style-type: none"> • Solve the problem and explain their reasoning
Use analogies	A scenario or problem description (and possibly a solution strategy)	<ul style="list-style-type: none"> • Solve the problem and explain how the solution would apply to other scenarios or problems <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Explain how the solution would apply to other scenarios or problems

To Assess How Well Students Can ...	Provide This Kind of Material ...	And Ask Students To ...
Solve a problem backward	A scenario or problem description and a desired end state or solution	<ul style="list-style-type: none"> • Plan a strategy to get to the end state from the problem statement OR <ul style="list-style-type: none"> • Describe how to reason backward from the solution to the question
Think creatively	A complex problem or task that requires either brainstorming new ideas or reorganizing existing ideas or a problem with no currently known solution	<ul style="list-style-type: none"> • Produce something original OR <ul style="list-style-type: none"> • Organize existing material in new ways OR <ul style="list-style-type: none"> • Reframe a question or problem in a different way

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

🌐 We have been asked to apply to become a part of a global environmental study on ecosystems of which Bermuda is a part. Your findings will compare Bermuda with another country and be reported to a panel of experts from the National Science Foundation. Before we can undertake this comparison, we have to prove that we are knowledgeable about Bermuda’s flora and fauna, as well as about the scientific, ecological, social and economic problems confronting Bermuda and Portugal. We will form groups of three or four individuals

from our class, each of which will create a report comparing some aspect of Bermuda and Portugal's environment and what is happening there currently. Groups will be responsible for researching a particular question related to a key problem or issue. They will choose how to present their findings and conclusions to the NSF review panel. We will be evaluated on the accuracy of our findings, the thoroughness of our research and the originality of our presentation style and format.

5. Portfolio Assessment

- 🌐 Student work products and artifacts representing all facets of standards mastery
- 🌐 Self-selected work products and artifacts that demonstrate student self-knowledge and self-reflection
- 🌐 On-going reflections and analyses by student related to continuous Progress
- 🌐 Periodic self-evaluations using consensus-driven rubrics and related scoring tools

Adapted from Understanding by Design, Jay McTighe and Grant Wiggins

Authentic Learning for the 21st Century

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

1. **Real-world relevance:** Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic – and highly social – context mimicking “the ordinary practices of the disciplinary culture.
2. **Ill-defined problem:** Challenges cannot be solved easily by the application of an existing algorithm; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.
3. **Sustained investigation:** Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.
4. **Multiple sources and perspectives:** Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and requires students to distinguish relevant from irrelevant information in the process.
5. **Collaboration:** Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.
6. **Reflection (metacognition):** Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.
7. **Interdisciplinary perspective:** Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.
8. **Integrated assessment:** Assessment is not merely summative in authentic activities but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.
9. **Polished products:** Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.

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

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

Marilyn M. Lombardi, [Authentic Learning for the 21st Century: An Overview](#), ed. Diana G. Oblinger (Educause Learning Initiative, 2007)

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

Content Outline	Remember	Understand	Apply	Analyze	Evaluate	Create
Founding of English colonies	Identify names, dates, and events.					
10 points, 10%	10 points, 100%					
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.	
25 points, 25%	5 points, 20%	10 points, 40%			10 points, 40%	
Life in English colonies		Describe the roles of religion, work, climate, and location in colonial life.				
15 points, 15%		15 points, 100%				
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.		
25 points, 25%	5 points, 20%			20 points, 80%		
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.	
25 points, 25%	5 points, 20%	5 points, 20%			15 points, 60%	
Total 100 points 100%	25 points, 25%	30 points, 30%		20 points, 20%	25 points, 25%	

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

Blueprint for an Assessment on _____

Content Outline	Remember	Understand	Apply	Analyze	Evaluate	Create
Total 100 points 100%						

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

What do historians do?

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

What do geographers do?

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

What do economists do?

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

What do political scientists do?

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

Education for Sustainability

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

Cultural Preservation and Transformation –

Know: How the preservation of cultural histories and heritages, and the transformation of cultural identities and practices, contribute to sustainable communities.

Do: Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.

Responsible Local/Global Citizenship –

Know: The rights, responsibilities, and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities.

Do: Student will assume their roles of leadership and participation.

The Dynamics of Systems and Change-

Know: Fundamental patterns of systems including growth, decline, and vacillation. Students will know and understand the dynamic nature of complex living systems and change over time.

Do: They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect the future.

Sustainable Economics-

Know: The evolving theories and practices of economics and the shift toward integrating economic, natural, and social systems, to support and maintain life on the planet. Students will know and understand 21st century economic practices.

Do: Students will produce and consume in ways that contribute to the health of the financial, social, and natural capital.

Healthy Commons-

Know: That upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).

Do: Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities, and actions to care for the Commons.

Living Within Ecological/Natural Laws and Principles-

Know: The laws of nature and science principles of sustainability. Student will see themselves as interdependent with each other, all living things, and natural systems.

Do: Students will be able to put their knowledge and understanding to use in the service of their lives, their communities, and the places in which they live.

Inventing and Affecting the Future-

Know: The vital role of vision, imagination, and intention in creating the desired future.

Do: Students will design, implement, and assess actions in the service of their individual and collective visions.

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: _____

1. Never	2. Seldom	3. Occasionally	4. Usually	5. Frequently	6. Always	1	2	3	4	5	6
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.						

**MIDDLE 1 SOCIAL STUDIES CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. GEOGRAPHY SKILLS</p> <ul style="list-style-type: none"> ❑ <u>discover</u> how geographers study the world by asking questions about it, measuring it with scientific tools and making maps: (Q1) ❑ <u>recognise</u> and <u>use</u> different types of maps to obtain and report information and identify the characteristics common to all good maps: (Q1) ❑ <u>explain</u> and <u>demonstrate</u> the origins and growth of Bermuda. (Q1) ❑ <u>utilise</u> an atlas to interpret a variety of features and regions and demonstrate how they are used to define regions culturally and physically. (Q2) <p>B. THE WORLD AND ITS EARLY PEOPLE</p> <p><i>(before 4000 BC)</i></p> <ul style="list-style-type: none"> ❑ <u>explain</u> how studying ancient civilisations can help us understand how others lived long ago. (Q2) ❑ <u>recognise</u> key sources for understanding ancient times. (Q2) ❑ <u>describe</u> the biblical explanation for the beginning of early human communities and at least one other. (Q2) ❑ <u>define</u> key vocabulary associated with ancient times. (Q2) 			<p>C. RISE & SPREAD OF CIVILIZATION</p> <p>(3000 BC – AD 1200)</p> <ul style="list-style-type: none"> ❑ <u>explain</u> the sequence of human development from hunter gatherers to builders of great civilizations. (Q3) ❑ <u>locate</u> the Ancient civilisations of Mesopotamia, Egypt, Askum, Ghana, Greece and Rome and identify the time periods during which each existed and the major water source that serviced each. (Q3) ❑ <u>identify</u> and <u>explain</u> the major characteristics of civilisation. (Q3) ❑ <u>trace</u> the development of two of the civilisations listed, explaining their culture, belief system, government, economy, social organisation and architecture. (Q3) ❑ <u>illustrate</u> the impact of ancient cultures and civilisations on the world today, including the great contributions of African people. (Q3) <p>D. RESEARCH AND ANALYSIS: Compare and Contrast</p> <ul style="list-style-type: none"> ❑ <u>compare</u> the similarities and differences between Judaism, Christianity and Islam. (Q4) ❑ <u>develop</u> research skills. (Q4) ❑ <u>acquire</u> interviewing skills. (Q4) ❑ <u>apply</u> presentation techniques. (Q4) ❑ <u>create</u> a map showing the origins of Judaism, Christianity and Islam. (Q4) 		

