

Middle School Curriculum

Social Studies (SS) Middle 2 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 2 (stage 8)

Phonics, spelling & vocabulary	Reading (non-fiction)	Writing (non-fiction)	Speaking & listening
<ul style="list-style-type: none"> • Learn an increasingly wide range of vocabulary appropriate to their needs. • Create considered & appropriate effects by drawing independently on the range & variety of their own vocabulary, and extending their vocabulary by noting down powerful words in books read. 	<ul style="list-style-type: none"> • Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact & opinion where appropriate. • Make relevant notes when researching different sources, comparing & contrasting information. • Demonstrate understanding of the effects created by features of diaries, magazines & newspaper reports. 	<ul style="list-style-type: none"> • Develop a consistent viewpoint in non-fiction writing by selecting from techniques & devices used by known writers, & drawing on a range of evidence, opinions, information & purposes. • Write in a range of forms for a variety of purposes, including: <ul style="list-style-type: none"> ➤ autobiography (to inform, review or comment) ➤ diary entries (to inform, explain, comment or explore) ➤ leaflets or newspaper reports (to inform) ➤ letters (to persuade, narrate or comment) ➤ magazine articles (to describe, review or comment) ➤ reports (to review, inform or advise) ➤ reviews (to inform, or advise) ➤ summaries 	<ul style="list-style-type: none"> • give short presentations & answer questions, maintaining effective organization of talk. • Take part in a simple debate following formal rules. • Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims & extended meanings. • Conduct a discussion, drawing together ideas & promoting effective sharing of ideas. • Work in groups to formulate ideas & plans of action. • Develop skills in solo, paired & group assignments, including role-play & drama. • Help to plan & participate in a brief dramatic scene, demonstrating empathy & understanding of a range of (historical) characters through flexible choice of speech, gesture & movement.

MIDDLE SCHOOL COURSE OVERVIEW

COURSE TITLE: Social Studies

M2 LEVEL

COURSE CODE: MDLSS

CORE OR **ENCORE**

M2 COURSE REQUIREMENTS

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

The requirements for this course are as follows:

<p>EXAMPLE PERFORMANCE ASSESSMENTS</p> <ul style="list-style-type: none"> • Map making, reading & interpretation • Oral/digital presentations/collaboration • Mini speech • Debates/decision-making • Conflict resolution/problem-solving • Historical interviews using digital tools • Role play (historical characters)/research • fieldwork 	30%
<p>EXAMPLE PRODUCT ASSESSMENTS</p> <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, showing change over time • Historical Diaries/journals (personalise events) • Research paper • Write plays or music • Use technology tools to summarise information from multiple sources 	40%
<p>EXAMPLE WRITTEN ASSESSMENTS</p> <ul style="list-style-type: none"> • Write to persuade, narrate, comment, inform or review • summaries • Practice note-taking • Short quizzes • End of module tests 	15%
<p>Final Examination should be on entire course. Final examinations should consist of:</p> <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%
<p>TOTAL</p>	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
A. Geography Skills 9 - the geographer - types of maps - origins of Bermuda - use atlases and globes	A. Towards Modern Times 12 - map interpretation - location, climate and time zones - The Renaissance - The Reformation - Age of Exploration - Scientific and Industrial Revolutions - Colonisation	A. Bermuda in the Modern Era (1920 – the present) ... 9 - influence of geography - environmental threats - sustainable development - global influence - party system - the constitution
B. The World and its Early People (before 4000 BC)..... 5 - why study the past - key sources - the beginning	B. Discovery, Exploration and Settlement of Bermuda (1505 – 1684) 8 - discovery - early visitors -The Shipwreck - settlement - first three governors - People’s origins	B. Caribbean in the Modern Era (1804-present) 9 - map interpretation - location - compare and contrast - effects of colonialism - independence - economic developments - connections with Bermuda
C. Rise and Spread of Civilizations (3000 BC – AD 1200) 14 - human development - characteristics of civilization - locations - development - impact today	C. Slavery and its Abolition (1500 -1870) 8 - origins & conditions - reasons for slaves - slave system & rebellions - compare and contrast - abolition	C. Africa in the Modern Era (1880 – present)..... 9 - regions and resources - effects of colonialism - nationhood and independence - African influences
D. Research and Analysis: Compare and Contrast4 - research skills - interviewing skills - presentation techniques - religious compare and contrast	D. Research and Analysis: “Change” 4 - reflection dialogue & product - presentation techniques - computer skills	D. Research and Analysis: Human Rights in the Modern Era including Bermuda 5 - 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: TOWARDS MODERN TIMES (1300 – 1800)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL2ASOS
TIME ALLOTTED: 60 lessons		1	2	3	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p>SS.M2.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>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 do we determine location? • How do maps, globes and other geographic tools help humans understand spatial relationships? 	<p>Curriculum Objectives:</p> <ol style="list-style-type: none"> 1. utilise map reading skills to interpret and analyse a variety of maps. (Q1) <ul style="list-style-type: none"> • <i>map symbols on various types of maps, including Bermuda ordnance survey maps</i> • <i>measure distance (km and miles) on a map using a linear scale</i> • <i>4 figure map grid references</i> • <i>8 major compass directions</i> 2. locate and use Arctic and Antarctic circles, tropics of Capricorn and Cancer, equator prime meridian, longitude and latitude. (Q1) <ul style="list-style-type: none"> • <i>use, determine and explain climate and time changes in various zones.</i> • <i>locate specific places</i> • <i>calculate time in various zones</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) use map reading skills to interpret and analyse a variety of maps. b) locate places using latitude and longitude. c) explain climatic changes according to different regions d) locate and use the Arctic and Antarctic circles, tropics of Capricorn and Cancer, equator, prime meridian, and international date line. e) calculate time changes in various time zones. 	<p>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p>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"/> 3 minute speech on a local or global issue or curriculum content (e.g. sustainable development, change- is it inevitable, has slavery really ended, etc.) 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</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 connections are there between the past and present? • What events and turning points are important in history and why? 	<p>Curriculum Objectives:</p> <p>3. appraise the importance of the Renaissance. (Q1)</p> <ul style="list-style-type: none"> • <i>define Medieval Times (AD 500- AD 1500)</i> • <i>Magna Carta 1215</i> • <i>define the Renaissance period</i> • <i>understand the difference between the two periods.</i> • <i>artists and scholars of the Renaissance, including Leonardo Da Vinci, Michelangelo and William Shakespeare</i> • <i>challenged the Church's authority as scientific knowledge contradicted Catholic beliefs.</i> • <i>science led to more realistic paintings and sculptures – anatomy.</i> • <i>recognise the Mona Lisa, Sistine Chapel</i> <p>Assessment Indicators</p> <p>a) apply ideas and theories to analyse the importance of the Renaissance period to the development that occurred in the decades that followed.</p>	<p>Product Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research paper, etc.) <input type="checkbox"/> Timeline showing change over time <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>SS.M2.H HISTORY</p>	<p>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>Individuals, Groups and Institutions</p> <ul style="list-style-type: none"> • What are the causes and effects of tensions that occur when the goals, beliefs, norms and principles of two or more groups or institutions are in conflict? • How can groups and institutions cooperate to bring about positive change? 	<p>Curriculum Objectives:</p> <p>4. appraise the importance of the Reformation. (Q1)</p> <ul style="list-style-type: none"> • <i>Martin Luther, 95 Thesis, indulgences, excommunication, Lutheran Church founding.</i> • <i>Reformation in England: who? Why?</i> • <i>Catholics and Protestants- major issues of contention.</i> • <i>Gutenberg Press-Bible massed produced which increased access and readers of the Bible.</i> <p>Assessment Indicators</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>Written Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters to persuade (P), narrate (N) or comment (C) - circle genres used (English objective) <input type="checkbox"/> Summaries <input type="checkbox"/> historical skit <input type="checkbox"/> autobiography to inform (I), review (R) or comment (C) - circle genres used (English objective) <input type="checkbox"/> quarter exam including content, vocabulary and skills

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<p>SS.M2.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 & 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"> • What is power and under what circumstances is the exercise of power acceptable? 	<p>Assessment Indicators</p> <p>b) describe the interaction of governments and religious institutions.</p>	

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<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</p>	<p>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>Time, Continuity and Change</p> <ul style="list-style-type: none"> • What caused certain events? • What are the consequences of past events for the present and future? <p>Science, Technology and Society</p> <ul style="list-style-type: none"> • What are examples of science and technology that have impacted individuals and society? 	<p>Curriculum Objectives:</p> <p>5. analyse the key changes that occurred in scientific knowledge, indigenous people of the Americas and in Europe as a result of exploration and conquest. (Q2)</p> <ul style="list-style-type: none"> • <i>explorers from Portugal, Spain, England such as Columbus, Magellan, Vasco De Gama, Cabot, Cartier, Hudson</i> • <i>identify the routes of the explorers</i> • <i>indigenous peoples e.g. Aztecs, Incas and Mayans</i> • <i>conquered people were forced to adopt the language and beliefs of the conquering country</i> • <i>old way of life destroyed and enslavement or indentured servitude of indigenous population</i> • <i>advanced weaponry- guns and gunpowder aided the demise of indigenous people</i> • <i>indigenous people lacked immunity from European diseases and vice versa.</i> <p>Assessment Indicators</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>	

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<p>SS.M2.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 & Powers</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"> • How do societies and civilisations allocate power to individuals and groups? • Why does the governance within a society or civilisation inevitably affect the citizens within it? 	<p>Assessment Indicators</p> <p>a) examine the effects of colonization and/or exploration on indigenous social structures.</p>	

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<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</p>	<p>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>Time, Continuity and Change</p> <ul style="list-style-type: none"> To what extent are there degrees of change? How do these changes affect the individual within the context of their society? 	<p>Curriculum Objectives</p> <p>6. document how the scientific and industrial revolutions changed the daily lives of people. (Q2)</p> <ul style="list-style-type: none"> <i>define Scientific and Industrial Revolutions</i> <i>what new things are needed in urban living that would not have been necessary in rural life</i> <i>inventions and the changes that resulted from them</i> <i>working and environmental conditions.</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> develop historical perspective by writing or discussing events in context of historical periods, such as but not limited to the Industrial Revolution in England. identify the problems caused by industrialisation and relate them to present day global conditions. evaluate the early solutions to historical problems such as industrialisation and relate them to the present. 	

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<p>SS.M2.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, organizing & analyzing geographic information) and perspectives (spatial & ecological).</p>	<p>G4 Environmental Influences</p> <p>apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for a sustainable future.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • How do people affect the environments in which they live? • How do human beings and other living organisms adapt to their environments? 	<p>Curriculum Objectives</p> <p>6. document how the scientific and industrial revolutions changed the daily lives of people. (Q2)</p> <ul style="list-style-type: none"> • <i>what new things are needed in urban living that would not have been necessary in rural life.</i> • <i>inventions and the changes that resulted from them.</i> • <i>working and environmental conditions.</i> <p>Assessment Indicators</p> <p>a) analyse the environmental consequences of humans changing the physical environment during historical periods such as the industrial and scientific revolutions in England.</p>	
<p>SS.M2.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>E3. Influence of Technology</p> <p>understand the role and influence of technology on commercial activity and quality of life.</p>	<p>Science, Technology and Society</p> <ul style="list-style-type: none"> • How does science affect our future? • How do scientific and technological breakthroughs influence our individual attitudes, values and beliefs? 	<p>Assessment Indicators</p> <p>a) evaluate the extent to which the Industrial Revolution set the foundation for the current technological era.</p>	

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<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</p>	<p>H5. Shifts in International Relationships</p> <p>recognise patterns of change both globally and regionally and understand that changes within individual countries are influenced by global power changes.</p>	<p>Global Connections</p> <ul style="list-style-type: none"> How do global issues influence national interests? 	<p>Curriculum Objectives</p> <p>7. describe how and why European nations competed for colonies. (Q2)</p> <ul style="list-style-type: none"> <i>define the British Empire</i> <i>increased global status, power and wealth</i> <p>Assessment Indicators</p> <p>a) analyse and evaluate the conditions, actions and motivations of colonialism that contributed to conflict and cooperation within and among nations.</p>	
<p>SS.M2.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 & 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 do power struggles inevitably surface in society? 	<p>Assessment Indicators</p> <p>c) describe the rationale and effects of empire building by governments in the 1600s and 1700s.</p>	

RECOMMENDED RESOURCES:

Bermuda National Gallery

Caribbean Story, Book one: Foundations, Longman, 2nd ed., 2000.

Maritime Museum

transparencies

United Streaming and other websites

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

World Studies: Foundations of Geography; Teacher's Edition, Prentice Hall, 2005.

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

World Studies: Foundations of Geography; All in one Teacher's Resource, Prentice Hall, 2005.

WTP Paperback Plus set of 9

World Studies: Medieval Times To Today, Prentice Hall, 2005. (with PHSchool.com)

World Studies: Foundations of Geography, Prentice Hall, 2005. (with PHSchool.com)

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: Foundations of Geography; Student Express, Prentice Hall, 2005

- World Studies Video Program DVD: Pearson, Prentice Hall.

GLOSSARY

1. **Age of Exploration:** the period of European exploration overseas from about 1400 to 1600.
2. **Assembly line:** machinery arranged so that a product can be put together piece by piece.
3. **Aztecs:** people who lived in the Valley of Mexico and this civilization was at its peak from 1325-1520.
4. **Cap of Good Hope:** the southern tip of Africa.
5. **Circumnavigate:** to sail or fly completely around something, such as Earth.
6. **Civilisation:** a complex society with a high level of development in government and culture.
7. **Colony:** territory settled and ruled by a distant country.
8. **Conquistador:** a Spanish soldier who conquered Native American peoples in the 1500s.
9. **Empire:** a state in which a single ruler controls several kingdoms or territories.
10. **Enlightment:** a revolution of thought in the 1700s characterized by reliance on reason and experience rather than on religious teachings and faith. It is also referred to as the Age of Reason.
11. **Heretic:** a person who holds opinions and beliefs that are contrary to accepted teachings, especially to the teachings of the Church.
12. **Imperialism:** the effort of a nation to create an empire of colonies.
13. **Incas:** people of a powerful empire that ruled part of South America, in the Andes Mountains, in the 1400s and 1500s.
14. **Indentured servant:** agrees to work for a set number of years without pay, 5-7 years.
15. **Indigenous:** something that is natural or native to an area, such as indigenous people.
16. **Indulgences:** payment to the Church to be forgiven for their sins.
17. **Industrial Revolution:** the change in the methods of producing goods – from hand tools to machines in factories, 1760s to 1860s.

18. **Labour union:** an organization of workers formed to bargain with employers for better pay and working conditions.
19. **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.
20. **Mayans:** established a great civilization and built many cities on the Yucatan Peninsula in Mexico during their peak 250-900.
21. **Middle Ages:** the years between ancient and modern times. It is also referred to as Medieval Period, 500-1500..
22. **Migration:** the movement from one country or region to settle in another.
23. **Natural rights:** rights that belong to all human beings from birth.
24. **Ninety-Five Theses (95):** the list of Luther's complaints against the Catholic Church.
25. **Northwest Passage:** a sea route through North America.
26. **Perspective:** the mental view of relative importance of things.
27. **Protestant:** Christian religions that grew out of the Reformation.
28. **Reformation:** the effort to change or reform the Roman Catholic Church, which led to the establishment of Protestant churches from 1517.
29. **Renaissance:** the period of the rebirth of learning in Europe between about 1300 and 1600.
30. **Revolution:** fundamental change, social, political or economic.
31. **Scientific Revolution:** a time when scientists began to rely on observation of the natural world in the 1500s and 1600s. It was the beginning of modern science.
32. **Scientific method:** careful observation of nature and in some sciences, controlled experiments.
33. **Slave:** a person who is owned by and has to serve another without pay.
34. **Strait of Magellan:** the channel linking the Atlantic and Pacific Oceans near the southern tip of South America.
35. **Technology:** knowledge or use of mechanical arts and applied sciences.

MODULE - B

SOCIAL STUDIES

MODULE TITLE: DISCOVERY, EXPLORATION AND SETTLEMENT OF BERMUDA (1505 – 1684)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL2BSOS
TIME ALLOTTED: 20 lessons		1	2	3	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS	
<p>SS.M2.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>G4. Environmental Influences</p> <p>apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for a sustainable future.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • How do natural phenomena, such as weather patterns, shape and change the course of history? • How do human beings adapt to their environments? 	<p>Curriculum Objectives:</p> <p>1. explain how the geography of Bermuda affected its discovery and early history. (Q2)</p> <ul style="list-style-type: none"> • <i>Bermuda's location, navigational concerns</i> <p>Assessment Indicators</p> <p>b) use cause-and-effect arguments to demonstrate how English exploration in North America and the shipwreck of the Sea Venture influenced settlement of Bermuda and its early development.</p>	<p>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p>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"/> Video (if possible) an interview of people's opinion on a specific topic/issue or Video an historical student performance <input type="checkbox"/> Fieldwork as an extension of classroom learning (e.g. class visit to the Town of St. George) 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</p>	<p>H1. Organisation of Historical Information</p> <p>organise information chronologically and understand the sequence and relationship of events.</p>	<p>Time, Continuity and Change</p> <ul style="list-style-type: none"> How can we discover patterns of continuity that shape and define human civilisation over time? 	<p>Curriculum Objectives:</p> <p>2. identify some early visitors to Bermuda. (Q2)</p> <ul style="list-style-type: none"> <i>Juan de Bermudez (sighted Bermuda)</i> <i>St. Brendan, Venturilla, Henry May/Portuguese</i> <i>Spittal Pond,, Portuguese Rock</i> <p>Assessment Indicators</p> <p>a) sequentially identify the early visitors to Bermuda from 1505 to 1610 and explain their relationship to the island.</p>	<p>Product Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research paper, 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>SS.M2.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>C2 Cultural Influences</p> <p>understand how culture influences self-perception, national identity and the social and political characteristics of a country.</p>	<p>Culture</p> <ul style="list-style-type: none"> • How do cultural traditions affect me? • How can I understand how culture affects me and my identity? 	<p>Curriculum Objectives</p> <p>3. relate the Sea Venture story and identify key leadership personalities on board. (Q2)</p> <ul style="list-style-type: none"> • <i>Sea Venture story, Plymouth to Jamestown</i> • <i>Sir George Somers, Thomas Gates, Newport and Strachey</i> <p>Assessment Indicators</p> <p>a) evaluate the influence Bermuda's early development has had on individual and national identities.</p>	<p>Written Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters to persuade (P), narrate (N) or comment (C) - circle genres used (English objective) <input type="checkbox"/> Summaries <input type="checkbox"/> historical skit <input type="checkbox"/> autobiography to inform (I), review (R) or comment (C) - circle genres used (English objective) <input type="checkbox"/> quarter exam including content, vocabulary and skills

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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, organizing & analyzing geographic information) and perspectives (spatial & ecological).</p>	<p>G4. Environmental Influences</p> <p>apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for a sustainable future.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • How do natural phenomena, such as weather patterns, shape and change the course of history? • How do human beings adapt to their environments? 	<p>Curriculum Objectives:</p> <p>3. relate the Sea Venture story and identify key leadership personalities on board. (Q2)</p> <ul style="list-style-type: none"> • <i>Sea Venture story, Plymouth to Jamestown</i> • <i>Sir George Somers, Thomas Gates, Newport and Strachey</i> <p>4. describe the survival strategies of shipwrecked people. (Q2)</p> <ul style="list-style-type: none"> • <i>foods found in Bermuda, water, shelter, building of Patience and Deliverance, law and order</i> <p>Assessment Indicators</p> <p>b) use cause-and-effect arguments to demonstrate how English exploration in North America and the shipwreck of the Sea Venture influenced settlement of Bermuda and its early development.</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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>Time, Continuity and Change</p> <ul style="list-style-type: none"> How can we discover patterns of continuity that shape and define human civilisation over time? 	<p>Curriculum Objectives:</p> <p>5. explain major events occurring in Bermuda during the governorships of Moore, Tucker and Butler. (Q3)</p> <ul style="list-style-type: none"> <i>the Amberggris incident</i> <i>accomplishments of Richard Moore, Daniel Tucker and Nathaniel Butler: forts, tobacco, survey, Parliament, hog money, slavery and indentured servants</i> <p>Assessment Indicators</p> <p>d) analyse the type of government in Bermuda under company rule (before 1684) explaining its achievements and problems.</p>	<p>.</p>

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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 do outside influences affect the economic well being of a region? • To what extent are human resources essential to an economy's prosperity? 	<p>Curriculum Objectives:</p> <p>5.explain major events occurring in Bermuda during the governorships of Moore, Tucker and Butler. (Q3)</p> <ul style="list-style-type: none"> • <i>The Ambergis incident</i> • <i>Accomplishments of Richard Moore, Daniel Tucker and Nathaniel Butler: forts, tobacco, survey, Parliament, hog money, slavery and indentured servants</i> <p>Assessment Indicators</p> <p>a) examine the role of the Bermuda Company (Somers Island) in Bermuda's early development (pre-1684).</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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, organizing & analyzing geographic information) and perspectives (spatial & ecological).</p>	<p>G3 Human Migration and Settlement</p> <p>understand how the economic, political and cultural processes of a country or region influence migration, settlement and relationships between nations.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • Why do people choose to live where they live? • Why do people migrate from one location to another? 	<p>6. describe the origin of Bermuda’s people and their contributions to Bermuda’s culture. (Q3)</p> <ul style="list-style-type: none"> • <i>locate the origins -Africa, North America, British, Europe, Caribbean – map in Bda. Connections kit</i> • <i>foods, celebrations, recreation, language, religion and crafts and identify personalities representing various groups</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) identify the causes and effects of migration. b) Explain the different reasons for migration both voluntary and involuntary. 	

RECOMMENDED RESOURCES:

Bermuda Five Centuries, Panatel VDS Ltd., 2004

Bermuda Millennium Historical Film Series, Panatel VDS Ltd., 2000

Classroom Atlas. Rand McNally

field trip to Paget Island to find out survival skills

Miracle: The True Story of the Wreck of the Sea Venture, Darby Creek Publishing, 2004.

The Story of Bermuda and her people, 3rd ed., Macmillan Education, 1999.

This is Bermuda by the Department of Education

GLOSSARY

Adaptation: adjust to new conditions

Admiral: high ranking naval officer

Ambergris: waxlike substance from sperm whale, used in perfumes

Astrolabe: instrument for measuring altitude of stars

Captain: commander of a ship

Coat of Arms: heraldic bearings or shield

Colony: settlement or settlers in a territory remaining subject to mother country

Compass: instrument showing direction of magnetic north and bearings from it

Corporate colony: a colony governed by a company

Empire: a large group of countries under a single authority

Flag ship: the lead ship in a fleet

Governor: executive head of a colony

Hog money: Bermuda's first coined money, first used under Governor Tucker

Migration: movement from one place or region to another

Motto: words accompanying a coat of arms

Native Americans: indigenous groups of the Americas

Parliament: two house legislature based on the U.K. model of government

Survey: determine boundaries

Trade winds: constant wind blowing towards equator from NE or SE

MODULE - C

SOCIAL STUDIES

MODULE TITLE: SLAVERY AND ITS ABOLITION (1500 – 1870)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL2CSOS
TIME ALLOTTED: 50 lessons		1	2	3	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS	
<p>SS.M2.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, organizing & analyzing geographic information) and perspectives (spatial & ecological).</p>	<p>G3 Human Migration and Settlement</p> <p>understand how the economic, political and cultural processes of a country or region influence migration, settlement and relationships between nations.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • How do economic realities influence migration, both voluntary and involuntary? • How did slavery impact our society? 	<p>Curriculum Objectives:</p> <ol style="list-style-type: none"> 1. describe the origins of the Trans-Atlantic slave trade in the 16th century. (Q3) <ul style="list-style-type: none"> • <i>regions of slaves' origins</i> • <i>how the Atlantic slave trade differed from previous slavery</i> 2. describe the conditions involved in the transport of slaves. (Q3) <ul style="list-style-type: none"> • <i>middle passage</i> 3. explain why slaves were brought to Bermuda. (Q3) <ul style="list-style-type: none"> • <i>slave economy and duties</i> • <i>indentured slave</i> 4. identify the regions from which slaves were taken. (Q3) <ul style="list-style-type: none"> • <i>West Africa: French-Senegal, Ivory Coast, Cameroons, Congo, English-Gambia, Windward Coast, Niger Delta, Portuguese-Angola, Dutch scattered in between</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) identify the causes and effects of migration. b) explain the different reasons for migration both voluntary and involuntary. 	<p>Assessments given during and at the end of a module where the data is used to generate grades.</p> <p>Performance Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare collaboratively for a debate on an issue from two points of view –perspective (e.g. importance of the Reformation, Renaissance, Age of Exploration, slavery, etc.) <input type="checkbox"/> 3 minute speech on a local or global issue or curriculum content (e.g. sustainable development, change- is it inevitable, has slavery really ended, etc.) <input type="checkbox"/> Fieldwork as an extension of classroom learning (e.g. class visit to all or part of the African Diaspora Trail in Bermuda) 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</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>Global Connections</p> <ul style="list-style-type: none"> • How do global issues influence national interests? • Why are national interests and global issues sometimes in conflict? 	<p>Curriculum Objectives</p> <p>5. describe the system of slavery from its introduction to its abolition in 1834 in the British Empire. (Q4)</p> <ul style="list-style-type: none"> • <i>slave life/ slave sales</i> • <i>British abolitionist movement:: Wilberforce, Sharpe</i> • <i>ending of slavery in England (1808)</i> • <i>Emancipation Day in Bermuda (1834)</i> • <i>origin of Cup Match</i> <p>6. describe the slave rebellions in Bermuda. (Q4)</p> <ul style="list-style-type: none"> • <i>Bermuda slave rebellions</i> <p>7. compare and contrast slavery in Bermuda with slavery in the West Indies. (Q4)</p> <ul style="list-style-type: none"> • <i>plantations in the West Indies</i> • <i>impact of the Haitian Revolution on slavery in the West</i> <p>Assessment Indicators</p> <p>b) describe the interaction of slaves and others in society through the concepts of status, role, and social class.</p>	<p>Product Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Use technology tools to summarise, compare and classify information from multiple sources (e.g. create charts, tables, spreadsheets, research paper, etc.)

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS
<p>SS.M2.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>E3 Influence of Technology</p> <p>understand the role and influence of technology on commercial activity and quality of life.</p>	<p>Production, Distribution and Consumption</p> <ul style="list-style-type: none"> To what extent does human needs and wants shape the development and type of economy in a country? <p>Civic Ideas and Practice</p> <ul style="list-style-type: none"> To what extent do we have a personal responsibility for the welfare of our community and fellow citizen? 	<p>Curriculum Objectives:</p> <p>8. explain the main reasons for the abolition of slavery in the British colonies.(Q4)</p> <ul style="list-style-type: none"> <i>mechanization of production, heightened awareness of its inhumanity</i> <p>Assessment Indicators</p> <p>b) examine economic issues related to the causes and abolition of slavery.</p>	<p>Written Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Letters to persuade (P), narrate (N) or comment (C) - circle genres used (English objective) <input type="checkbox"/> Summaries <input type="checkbox"/> historical skit <input type="checkbox"/> autobiography to inform (I), review (R) or comment (C) - circle genres used (English objective) <input type="checkbox"/> quarter exam including content, vocabulary and skills

RECOMMENDED RESOURCES:

“Amistad”
Bermuda Five Centuries, Panatel VDS Ltd., 2004.
Caribbean Story, Book One: Foundations, Longman, 2000.
Chained To the Rock by Cyril Packwood
Classroom Atlas. Rand McNally, 2003.
Slavery in Bermuda by James E. Smith
The Story of Bermuda and Her People by W.S. Zuill
This is Bermuda by the Department of Education Chapter 11
 United Streaming and other websites
World Studies: Medieval Times To Today, Teacher’s Edition. Pearson Prentice Hall, 2005.
World Studies: Medieval Times To Today, All in One Teaching Resources. Pearson Prentice Hall, 2005.
World Studies: Medieval Times To Today. Pearson Prentice Hall, 2005.
World Studies: Medieval Times To Today, Student Express. Pearson 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

Abolition: end existence of

Amelioration: make or become better

Cash crop: A plant grown for sale

Emancipation: free from social, political or moral restraint

Indentured servants: formal agreement to work for a number of years without pay in return for passage to another region

Middle Passage: The journey that brought the slaves from Africa to the Americas

Plantation: estate for cultivation of a cash crop

Slave trade: the buying and selling of people for the purpose of free labour

Slavery: the practice of having slaves

MODULE - D

SOCIAL STUDIES

MODULE TITLE: REFLECTION AND ANALYSIS "Change"		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL2DSOS
TIME ALLOTTED: 20 lessons		1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & ASSESSMENT INDICATORS	ASSESSMENTS	
<p>SS.M2.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 viable predictions and develop understanding of multiple perspectives and cultures.</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>Time, Continuity and Change</p> <ul style="list-style-type: none"> How can I make predictions about what will happen in the future based upon patterns of change and continuity in the past? 	<p>Curriculum Objectives:</p> <ol style="list-style-type: none"> reflect on the changes that we have studied and evaluate the impact they have had on life in present times. <p>Assessment Indicators</p> <ol style="list-style-type: none"> create an appropriate organisational structure to present their research. use grade appropriate social studies vocabulary terms in speaking and writing. include appropriate facts and details. use technology, graphics and databases to produce a research product. provide a sense of closure to their research. 	<p>Assessments given during and at the end of a module where the data is used to generate grades</p> <p>Performance Assessment:</p> <ul style="list-style-type: none"> 3 minute speech on a local or global issue or curriculum content (e.g. sustainable development, change- is it inevitable, has slavery really ended, etc.) Video (if possible) an interview of people's opinion on a specific topic/issue or Video an historical student performance <p>Product Assessment:</p> <ul style="list-style-type: none"> Create visuals demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) Use technology tools to summarise, compare and classify information from multiple sources <p>Written Assessment:</p> <ul style="list-style-type: none"> Letters to persuade (P), narrate (N) or comment (C) - circle genres used (English objective) quarter exam including content, vocabulary and skills 	

RECOMMENDED RESOURCES:

Archives

Bermuda library

school library

The National Trust Sequence Reference: MDL3ASOS

The St. George's Foundation

The Story of Bermuda and Her People by W.S. Zuill

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 OR <ul style="list-style-type: none"> • Plan a procedure OR <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 OR <ul style="list-style-type: none"> • Select a logical conclusion from a set of choices OR <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 OR <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).

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 2 SOCIAL STUDIES CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. TOWARDS MODERN TIMES (1300 – 1800)</p> <ul style="list-style-type: none"> ❑ <u>utilise</u> map reading skills to interpret and analyse a variety of maps. (Q1) ❑ <u>locate</u> and <u>use</u> Arctic and Antarctic circles, tropics of Capricorn and Cancer, equator prime meridian, longitude and latitude. (Q1) ❑ <u>appraise</u> the importance of the Renaissance. (Q1) ❑ <u>appraise</u> the importance of the Reformation. (Q1) ❑ <u>analyse</u> the key changes that occurred in scientific knowledge, indigenous people of the Americas and in Europe as a result of exploration and conquest. (Q2) ❑ <u>document</u> how the scientific and industrial revolutions changed the daily lives of people. (Q2) ❑ <u>describe</u> how and why European nations competed for colonies. (Q2) <p>B. DISCOVERY, EXPLORATION AND SETTLEMENT OF BERMUDA (1505 – 1684)</p> <ul style="list-style-type: none"> ❑ <u>explain</u> how the geography of Bermuda affected its discovery and early history. (Q2) ❑ <u>identify</u> some early visitors to Bermuda. (Q2) ❑ <u>relate</u> the Sea Venture story and identify key leadership personalities on board. (Q2) ❑ <u>describe</u> the survival strategies of shipwrecked people. (Q2) 			<p>B. continued</p> <ul style="list-style-type: none"> ❑ <u>explain</u> major events occurring in Bermuda during the governorships of Moore, Tucker and Butler. (Q3) ❑ <u>describe</u> the origin of Bermuda’s people and their contributions to Bermuda’s culture. (Q3) <p>C. SLAVERY AND ITS ABOLITION (1500 – 1870)</p> <ul style="list-style-type: none"> ❑ <u>describe</u> the origins of the Trans-Atlantic slave trade in the 16th century. (Q3) ❑ <u>describe</u> the conditions involved in the transport of slaves. (Q3) ❑ <u>explain</u> why slaves were brought to Bermuda. (Q3) ❑ <u>identify</u> the regions from which slaves were taken. (Q3) ❑ <u>describe</u> the system of slavery from its introduction to its abolition in 1834 in the British Empire. (Q4) ❑ <u>describe</u> the slave rebellions in Bermuda. (Q4) ❑ <u>compare</u> and <u>contrast</u> slavery in Bermuda with slavery in the West Indies. (Q4) ❑ <u>explain</u> the main reasons for the abolition of slavery in the British colonies. (Q4) <p>D. RESEARCH AND ANALYSIS: “CHANGE”</p> <ul style="list-style-type: none"> ❑ <u>reflect</u> on the changes that we have studied and evaluate the impact they have had on life in present times. (Q4) 		

