

Middle School Curriculum

Social Studies (SS) Middle 3 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 3 (stage 9)

Phonics, spelling & vocabulary	Reading (non-fiction)	Writing (non-fiction)	Speaking & listening
<ul style="list-style-type: none"> • Continue to extend range of language & use it appropriately. • Shape & affect the reader’s response through conscious choices & in planned ways by selecting ambitiously from a wide & varied vocabulary for a range of tasks, purposes & readers. 	<ul style="list-style-type: none"> • Select from a range of strategies & use the most appropriate ways to locate, retrieve & compare information & ideas from a variety of texts. • Make notes using a range of different note-making formats & approaches (including mind-mapping & tabulating) when researching a variety of media.. • Understand the differences between formal & informal style. • Use a repertoire of reading strategies to analyse & explore different layers of meaning within texts, including bias. 	<ul style="list-style-type: none"> • Establish & sustain a clear & logical viewpoint through the analysis & selection of convincing evidence, opinions & appropriate information. • Write to analyse, review & comment. • Write persuasively, e.g. in letters or in the script of a commercial. • Write arguments with a sense of linked progression. 	<ul style="list-style-type: none"> • Use speaking & listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision & effect. • Make increasingly significant contributions both as solo speakers & as members of groups. • Use speaking & listening to build up increasing personal confidence, managing & manipulating the content of their presentation. • Question & respond to others, shaping the direction & content of their talk with well-judged contributions. • Work in groups for a variety of purposes, such as taking decisions & planning & organisation. • Explore complex ideas & issues in drama, establishing roles & applying dramatic approaches with confidence. • Evaluate meaning & impact of a range of features in own & others’ discourse, including broadcast media.

MIDDLE SCHOOL COURSE OVERVIEW

COURSE TITLE: Social Studies

M3 LEVEL

COURSE CODE: MDLSS

CORE OR **ENCORE**

M3 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 to increase personal confidence • 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) • Write a recommendation in response to solving a problem • Write plays or music • Use technology tools when possible 	40%
<p>EXAMPLE WRITTEN ASSESSMENTS</p> <ul style="list-style-type: none"> • Write to persuade, analyse, comment, inform or review • Practice note-taking & summaries • Establish a clear viewpoint through the analysis & selection of convincing evidence, opinions & appropriate information • 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
<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 & interview skills - diverse presentations - organise information - problem solve
	Subtotal	32
	Optional weeks	4
	Total weeks	36

MODULE - A

SOCIAL STUDIES

MODULE TITLE: BERMUDA IN THE MODERN ERA (1920 – present)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL3ASOS
TIME ALLOTTED: 45 lessons		1	2	3	
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p>SS.M3.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>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 change.</p>	<p>People, Places and Environment</p> <ul style="list-style-type: none"> • How do the environments in which people live shape how they live? • How do human beings adapt to their environments? 	<p>Curriculum Objectives:</p> <p>1. investigate the influence of geography on the development of Bermuda’s economy. (Q1)</p> <p><i>Location:</i></p> <ul style="list-style-type: none"> • <i>close to North America-New York City, Philadelphia & Washington D.C.- for international business & tourism</i> <p><i>Region:</i></p> <ul style="list-style-type: none"> • <i>temperate climate due to the Gulf Stream</i> <p><i>Place:</i></p> <ul style="list-style-type: none"> • <i>island-isolated</i> • <i>meeting of North American, Caribbean & European cultures</i> <p><i>Movement:</i></p> <ul style="list-style-type: none"> • <i>the three dominant cultures have resulted in the availability of a wide range of goods</i> • <i>influenced foods, language, religion, entertainment, architecture, etc.</i> • <i>increasing diversity due to migration</i> <p><i>Interaction:</i></p> <ul style="list-style-type: none"> • <i>building material</i> • <i>weather has influenced architecture</i> • <i>construction vs open space</i> • <i>pollution</i> • <i>Bermuda National Trust’s function</i> • <i>water catchment method</i> <p>Assessment Indicators</p> <p>a) examine and analyse how physical features influence cultural patterns.</p> <p>b) explain the influence of geography on economic development.</p> <p>c) differentiate between renewable and non-renewable resources.</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 individual 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"/> Prepare collaboratively for a debate on a regional issue from two points of view –perspective (e.g. effects of colonialism)</p> <p><input type="checkbox"/> Use speaking and listening to build up increasing personal confidence (English objective) e.g. 4 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural diffusion, colonialism, etc.)</p> <p><input type="checkbox"/> Explore complex ideas and issues in drama, establishing roles (English objective) of historical characters</p>	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.G4 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 Environment</p> <p>Progress, over development, moratorium or balance: Where does Bermuda go from here?</p> <p>Civic, Ideas and Practice</p> <p>To what extent do we have a personal responsibility for the welfare of our community? How do we impact our community?</p>	<p>Curriculum Objectives:</p> <p>2. investigate at least two major environmental threats to Bermuda. (Q1)</p> <ul style="list-style-type: none"> • <i>environmental issues: traffic, pollution, fishing, wildlife, global warming, open spaces</i> <p>3. develop an understanding of sustainable development. (Q1)</p> <ul style="list-style-type: none"> • <i>What is it? What existing habits should we be trying to change? What new habits should we be adopting?</i> <p>Assessment Indicators</p> <p>a) make informed decisions regarding nature-society issues in Bermuda.</p> <p>b) analyse the environmental consequences of humans changing the physical environment in Bermuda.</p>	<p>Product Assessment:</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 paper, etc.) <input type="checkbox"/> Video (if possible) interviews to produce a documentary on a local and/or global topic/ issue (e.g. xenophobia, cultural diffusion, etc.) with student commentary on the overall interviewees' responses <input type="checkbox"/> Research and develop a product demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Write a recommendation in response to solving a specific local and/or global problem

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.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? • Why are national interests and global issues sometimes in conflict? 	<p>Curriculum Objectives:</p> <p>4. determine the influence of the global community on Bermuda's economic and political development. (Q1)</p> <ul style="list-style-type: none"> • <i>role of Bermuda International Business Associations such as ABIC, Business Bermuda</i> • <i>role of tourism in shaping our service economy</i> • <i>level of technology and infrastructure</i> • <i>European Union requirements- two examples</i> • <i>Commonwealth restrictions on global decision-making</i> • <i>government type</i> • <i>issue of independence</i> <p>Assessment Indicators</p> <p>a) analyse and explain ideas and governmental mechanisms to regulate territory, manage conflict, and establish order and security under a colonial government.</p> <p>b) give examples and explain how governments attempt to achieve their stated ideals at home and abroad in the pursuit of political and economic independence.</p>	<p>Written Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information (English objective) <input type="checkbox"/> Write to analyse (A), review (R) and comment (C) - circle genres used (English objective) <input type="checkbox"/> Write persuasively (e.g. in letters or in the script of a commercial) - (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.M3.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"> How has party politics impacted on the political and social environment of Bermuda? 	<p>Curriculum Objectives:</p> <p>5. investigate the development of the party system in Bermudian politics. (Q2)</p> <ul style="list-style-type: none"> <i>political party system – reasons for origins (why) & how they evolved</i> <i>influence political parties have on voting, prioritizing, passing of bills, etc.</i> <i>roles played by Dr. E. F. Gordon, Sir Henry Tucker, Dame Lois, Kingsley Tweed, W.H.T. Joell, E.T. Richards, John Swan, Dame Jennifer, Frederick Wade in politics and Ottiwell Simmons, Joe Mills Dr. Barbara Ball in labour</i> <i>voting system and its history- Gladys Morrell, Roosevelt Brown[Dr. Pauulu Kamarakafego] in the suffragettes & C.U.A.S.</i> <p>6. identify the importance of the constitution and recognise that both parties were key in its development. (Q2)</p> <ul style="list-style-type: none"> <i>define constitution</i> <i>why is a written constitution a powerful & important document?</i> <i>evaluate the importance of Bermuda's constitution as a governing document for Bermuda.</i> <i>how does the constitution ensure that the mother country's interests are maintained</i> <p>Assessment Indicators</p> <p>c) define the term "constitution." and understand the importance of a written constitution.</p> <p>d) describe how and why political parties evolve.</p> <p>e) evaluate the influence political parties have on the democratic process.</p>	

RECOMMENDED RESOURCES):

local speakers
Bermuda Aquarium, Museum and Zoo
[Bermuda Connections Kit](#)
[Bermuda Five Centuries](#)
Bermuda Library
[Bermuda Millennium Historical Film Series. Episode 6: Into the Future 2000 and Beyond](#)
resource kit for teachers - Bermuda works including science, wildlife and some history
B.I.B.A. video tapes, pamphlets and websites.
[Classroom Atlas](#). Rand McNally, 2003
Department of Conservation Services
Department of Tourism
[The Employment Survey](#). Dept. of Statistics.
[Facts and Figures](#); Dept. of Statistics.
Government pamphlets and websites.
K.B.B. - affiliates
N.I.E. “[Our Constitution; Our Government](#)” 2003.
[The Bermuda Occupations Outlook Handbook](#), 2nd ed. Dept. of Training and Employment Services; 2001.
[The Story of Bermuda and her people](#), 3rd ed. Chapter 20

[Glossary](#)

Amend: make minor alterations – to laws.

Boycott: people refuse to buy or use certain products or services.

Cabinet: a group of Government Ministers chosen by the Premier to aid in the administration of the country.

Civics: the study of how government works and the rights and duties of citizens.

Colonize: to settle an area and take control of its government.

Colony: a settlement or country that is subject to the mother country (country that owns them).

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

Conservation: preservation of the natural environment.

Constituency: area represented.

Constituent: a voter of a constituency.

Constitution: sets of laws that define and often limit the government’s power.

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

Democracy: is a government in which citizens exercise power through elected representatives.

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

Discrimination: acts or attitudes based on ones prejudices resulting in unfair treatment of people.

Economy: a system in which people make, exchange and use things that have value.

Environment: natural surroundings.

Ethnic groups: a group of people who share the same ancestors, culture, language, or religion.

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.
Government: a system that creates and enforces laws and institutions in a region.
Governor: the appointed executive head of state. In Bermuda he is appointed by the Queen to represent the Crown.
Gross domestic product (GDP): the total value of all goods and services produced in a country during a single year.
Hemisphere: each half of Earth.
Host community: the entire population of the tourist destination (i.e. the country visited).
Legislation: making laws.
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.
Minister: a person in charge of and responsible for a section of Government.
Multiethnic groups: many ethnic groups live within a country's borders.
Nationalism: is a feeling of pride in one's homeland.
Oligarchy: a government run by a few influential persons who control all aspects of life in a country.
Ombudsman: an official appointed to investigate complaints against public authorities (government).
Opposition Leader: The leader of the political party that secures the 2 nd largest number of parliamentary seats.
Parliament: a two house elected body that make the laws for a country by open discussion.
Party platform: a statement from a political party about how effectively it will deal with major issues that are affecting the community.
Pollution: waste that makes the air, soil, or water less clean.
Population density: the average number of people per square mile or square kilometer.
Prejudice: an unfair opinion or dislike of a person or thing.
Premier: The leader of the political party that obtains the largest number of parliamentary seats. He/She becomes the head of government.
Portfolio: refers to the duties of a Government Minister.
Relative location: the location of a place described in relation to places near it.
Scale: relative size; in proportion to something else.
Segregate: to separate
Service industries: produce a service rather than manufactured goods; eg. Doctors, accountants, hotel workers, salesclerks, etc.
Shadow cabinet: the cabinet of the opposition party that monitors the activities of the Government Ministries.
Stereotype: person or thing that seems to conform to a widely accepted type, idea or attitude.
Suffrage: right of voting in a political election.
Tourism: commercial organization and operation of holidays.
Universal suffrage: universal means "for all" and suffrage means "right to vote". Universal suffrage means everyone who meets the age requirement has the right to vote.
Veto: the right or power of a branch of government or a government official to reject a bill that has been passed. This means that such a bill cannot become law.

MODULE - B

SOCIAL STUDIES

MODULE TITLE: CARIBBEAN IN THE MODERN ERA (1804 – PRESENT)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE MDL3BSOS
TIME ALLOTTED: 30 lessons		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p>SS.M3.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>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 has location influenced physical development and demographics of the Caribbean? 	<p>Curriculum Objectives:</p> <ol style="list-style-type: none"> 1. apply map skills to develop ideas and interpret information. (Q2) <ul style="list-style-type: none"> • <i>location of Caribbean – Greater & Lesser Antilles</i> 2. recognise various countries in the Caribbean. (Q2) <ul style="list-style-type: none"> • <i>Caribbean countries' individual maps, i.e., Trinidad, Jamaica, Cuba, Bahamas, Barbados, etc.</i> • <i>Caribbean sea and ocean currents including the Gulf Stream</i> 3. compare and contrast various thematic maps. (Q2) <ul style="list-style-type: none"> • <i>location maps using compass rose and four figure references</i> • <i>languages of the Caribbean</i> • <i>population</i> • <i>physical features</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) use appropriate resources and geographic tools to generate and interpret information such as, data, charts, graphs and maps. 	<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 individual 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 a regional issue from two points of view –perspective (e.g. effects of colonialism) <input type="checkbox"/> Use speaking and listening to build up increasing personal confidence (English objective) e.g. 4 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural diffusion, colonialism, etc.) <input type="checkbox"/> Explore complex ideas and issues in drama, establishing roles (English objective) of historical characters 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.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>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>4. explain and interpret colonialism and its effects. (Q3)</p> <ul style="list-style-type: none"> • <i>definitions</i> • <i>oppression/suppression/development?</i> • <i>mother country vs local interests/needs</i> <p>5. identify common focuses of Independence movements.(Q3)</p> <ul style="list-style-type: none"> • <i>control of government</i> • <i>control of economy</i> • <i>examples of national symbols and heroes</i> • <i>examples of West Indian leaders, educators, political, social & economic contributors</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> formulate questions to focus on inquiry or analysis. consider multiple perspectives of issues. Identify causes of the problem or dilemma. distinguish between fact and opinion. 	<p>Product Assessment:</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 paper, etc.) <input type="checkbox"/> Video (if possible) interviews to produce a documentary on a local and/or global topic/ issue (e.g. xenophobia, cultural diffusion, etc.) with student commentary on the overall interviewees' responses <input type="checkbox"/> Research and develop a product demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Write a recommendation in response to solving a specific local and/or global problem

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.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>E2 Global economies & organisations</p> <p>understand the roles of various local and global economic organisations that influence and impact economies.</p>	<p>Individual Groups and Institutions</p> <ul style="list-style-type: none"> • What are institutions? Why do we have them? How do institutions affect me? How do I affect institutions? • How are individuals, groups and institutions interdependent within a society? 	<p>Curriculum Objectives:</p> <p>6. identify outcomes of contemporary economic developments and remaining difficulties.(IMF, Caricom, Commonwealth,etc.) (Q3)</p> <ul style="list-style-type: none"> • <i>tourism</i> • <i>natural resources</i> • <i>business</i> <p>Assessment Indicators</p> <p>b) analyse the effects of global organisations on contemporary economic development.</p> <p>c) explain the challenges developing countries face in their attempt to build strong economies.</p>	<p>Written Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information (English objective) <input type="checkbox"/> Write to analyse (A), review (R) and comment (C) - circle genres used (English objective) <input type="checkbox"/> Write persuasively (e.g. in letters or in the script of a commercial) - (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.M3.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 does cultural diversity within a country shape its national identity? • Why is it important for me to understand the cultures that make up my country? • How do these cultural traditions affect me? • Why is it important for me to compare my own culture with those of others throughout the world? 	<p>Curriculum Objectives:</p> <p>7. identify the similarities and differences of the social and political characteristics of the Caribbean and Bermuda. (Q3)</p> <ul style="list-style-type: none"> • <i>National identity</i> • <i>Government organization</i> • <i>Class consciousness</i> • <i>Population demographics</i> • <i>traditions</i> <p>Assessment Indicators</p> <p>a) evaluate the influence early social and political development has had on existing individual and national identities.</p>	

RECOMMENDED RESOURCES:

Aquarium to see Caribbean exhibition
BBC news
Butler, D., Mazumbo: The Story of E.F. Gordon
Caribbean currency
Caribbean Story Book Two: Inheritors, 2nd ed. Longman, 2000.
Classroom Atlas. Rand McNally, 2003.
Commissioner's House in Dockyard
foreign and local newspapers, i.e. Gleaner Etuardian
hot plate for cooking
Macmillan, Caribbean Junior Social Studies Atlas, 2nd Edition
Middle America wall map
Musson, N., Mind the Onion Seed
Oxford, A Sense of Place I: Introducing Caribbean Geography
Williams, E., From Castro to Columbus

[Glossary](#)

Absolute location: the exact address of a place- longitude and latitude.
Cardinal directions: are north, south, east, and west.
Cash Crops: crops grown for sale.
Colonize: to settle an area and take control of its government.
Colony: a settlement or country that is subject to the mother country (country that owns them).
Commercial Farming: the large-scale production of crops for sale.
Compass rose: a diagram of a compass showing direction on a map.
Continent: one of the seven largest land areas on the earth- Africa, Antarctica, Asia, Australia (Oceania: Australia and surrounding islands), Europe, North America and South America.
Democracy: is a government in which citizens exercise power through elected representatives.
Demography: the scientific study of population change and population distribution.
Economy: a system in which people make, exchange and use things that have value.
Environment: natural surroundings.
Equator: marks 0° latitude and divides Earth into the southern and northern hemispheres.
Ethnic groups: a group of people who share the same ancestors, culture, language, or religion.
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.
Government: a system that creates and enforces laws and institutions in a region.
Gross domestic product (GDP): the total value of all goods and services produced in a country during a single year.
Hemisphere: each half of Earth.
Host community: the entire population of the tourist destination(i.e. the country visited).
Informal economy: people without steady jobs who come up with creative ways of earning a living.

Intermediate directions: lie between the cardinal directions, eg. Northwest.
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.
Multiethnic groups: many ethnic groups live within a country's borders.
Nationalism: is a feeling of pride in one's homeland.
Oligarchy: a government run by a few influential persons who control all aspects of life in a country.
Opposition Leader: The leader of the political party that secures the 2 nd largest number of parliamentary seats.
Pollution: waste that makes the air, soil, or water less clean.
Population density: the average number of people per square mile or square kilometer.
Prejudice: an unfair opinion or dislike of a person or thing.
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.
Segregate: to separate
Stereotype: person or thing that seems to conform to a widely accepted type, idea or attitude.
Subsistence farming: raising just enough crops to support one's family.
Suffrage: right of voting in a political election.
Tourism: commercial organization and operation of holidays.
Universal suffrage: universal means "for all" and suffrage means "right to vote". Universal suffrage means everyone who meets the age requirement has the right to vote.

MODULE - C

SOCIAL STUDIES

MODULE TITLE: AFRICA IN THE MODERN ERA (1880 – present)		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL3CSOS
TIME ALLOTTED: 30 lessons		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p>SS.M3.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>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 change.</p>	<p>People, Places and Environments</p> <ul style="list-style-type: none"> • How do the environments in which people live shape how they live? • How do natural phenomena such as weather patterns shape and change the environment? • Why do people choose to live where they live? • How do people affect the environments in which they live? 	<p>Curriculum Objectives:</p> <p>1. locate the variety of regions and vast resources found in Africa and understand their influence on development. (Q4)</p> <ul style="list-style-type: none"> • <i>Identify countries & regions of Africa</i> • <i>Locate Africa's natural resources</i> • <i>Identify population distribution of Africa</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) examine and analyse how physical features influence cultural patterns. b) explain the influence of geography on economic development. c) differentiate between renewable and nonrenewable resources. d) explain the relationships between the locations of resources and population distribution. f) identify the variety of regions and resources in Africa. 	<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 individual 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 a regional issue from two points of view –perspective (e.g. effects of colonialism) <input type="checkbox"/> Use speaking and listening to build up increasing personal confidence (English objective) e.g. 4 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural diffusion, colonialism, etc.) <input type="checkbox"/> Explore complex ideas and issues in drama, establishing roles (English objective) of historical characters 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.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>Time, Continuity and Change</p> <ul style="list-style-type: none"> • How can we discover patterns of continuity that shape and define human civilization over time? • Why do things, people and regions change over time? • When does change become transformation? • When can changes be said to be revolutionary? 	<p>Curriculum Objectives:</p> <p>2. recognise the effects of colonial rule and the challenges to build strong African nations and economies. (Q4)</p> <ul style="list-style-type: none"> • <i>Impact of the Atlantic slave trade on Africa</i> • <i>various effects of colonial rule</i> • <i>show British African colonies on a map</i> • <i>depletion of resources, lack of education, dictators, multi ethnic nations, institutionalized inequities of colonialism</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> analyse and explain ideas and governmental mechanisms to regulate territory, manage conflict, and establish order and security under a colonial government. give examples and explain how governments attempt to achieve their stated ideals at home and abroad in the pursuit of political and economic independence. 	<p>Product Assessment:</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 paper, etc.) <input type="checkbox"/> Video (if possible) interviews to produce a documentary on a local and/or global topic/ issue (e.g. xenophobia, cultural diffusion, etc.) with student commentary on the overall interviewees' responses <input type="checkbox"/> Research and develop a product demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Write a recommendation in response to solving a specific local and/or global problem
<p>SS.M3.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>E2 Global Economics & organisations</p> <p>understand the roles of various local and global economic organisations that influence and impact economies.</p>	<p>Individual Groups and Institutions</p> <ul style="list-style-type: none"> • What are institutions? • Why do we have them? • How do institutions affect me? • How do I affect institutions? • How are individuals, groups and institutions interdependent within a society? 	<p>Assessment Indicators</p> <ol style="list-style-type: none"> analyse the effects of global organisations on contemporary economic development. explain the challenges developing countries face in their attempt to build strong economies. 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.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 and civilization? • When is authority legitimate? • To what extent can legitimate power in one context or historical setting become illegitimate power in another? 	<p>Curriculum Objectives:</p> <p>3. describe the methods of achieving independence in the British African colonies. (Q4)</p> <ul style="list-style-type: none"> • <i>nationalism</i> <i>Ghana (Kwame Nkrumah) 1957, Nigeria 1960, Kenya 1963, South Africa 1961 (apartheid)</i> • <i>discuss current events</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> explain the various methods used to gain independence. assess the various explanations used to justify one's right to govern. define the term "constitution." and understand the importance of a written constitution. 	<p>Written Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information (English objective) <input type="checkbox"/> Write to analyse (A), review (R) and comment (C) - circle genres used (English objective) <input type="checkbox"/> Write persuasively (e.g. in letters or in the script of a commercial) - (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.M3.C CIVICS</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 does cultural diversity within a country shape its national identity? • Why is it important for me to understand the cultures that make up my country? • How do these cultural traditions affect me? • Why is it important for me to compare my own culture with those of others throughout the world? 	<p>Curriculum Objectives:</p> <p>4. examine the African influences on the development and culture of Bermuda. (Q4)</p> <ul style="list-style-type: none"> • <i>African architecture, clothing, art, way of life and Bermuda</i> • <i>African belief systems-Egyptian Coptic, Ethiopian Orthodox, Rastafarianism, Islam</i> <p>Assessment Indicators</p> <p>a) evaluate the influence early social and political development has had on existing individual and national identities.</p>	

RECOMMENDED RESOURCES:

[Bermuda National Gallery](#)

[Caribbean Story Book One: Inheritors](#), 2nd ed. Longman, 2000

[Classroom Atlas](#). Rand McNally, 2003.

[Discover Our Heritage](#). Houghton Mifflin, 1997.

Haile Selassie's Visit to Bermuda 1963 and 1967 by Dale Butler

United Streaming

World Studies DVDs

[World Studies: Africa, Teacher's Edition](#). Pearson Prentice Hall, 2005.

[World Studies: Africa, All in One Teaching Resources](#). Pearson Prentice Hall, 2005.

[World Studies: Africa](#). Pearson Prentice Hall, 2005. (with PHSchool.com)

[World Studies: Africa, Student Express](#). Pearson Prentice Hall, 2005.

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

[Glossary](#)

Apartheid: the legal system of South Africa prior to the 1990s in which the rights of nonwhites were greatly restricted.

Cash Crops: crops grown for sale.

Civics: the study of how government works and the rights and duties of citizens.

Colonize: to settle an area and take control of its government.

Colony: a settlement or country that is subject to the mother country (country that owns them).

Commercial Farming: the large-scale production of crops for sale.

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

Conservation: preservation of the natural environment.

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

Democracy: is a government in which citizens exercise power through elected representatives.

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.

Dictatorship: a form of government where one person has supreme authority. There is little or no input from the people.

Discrimination: acts or attitudes based on ones prejudices resulting in unfair treatment of people.

Drought: a long period without rain.

Economy: a system in which people make, exchange and use things that have value.

Environment: natural surroundings.

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

Ethnic groups: a group of people who share the same ancestors, culture, language, or religion.

Famine: extreme scarcity of food/water- starvation.

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.
Government: a system that creates and enforces laws and institutions in a region.
Gross domestic product (GDP): the total value of all goods and services produced in a country during a single year.
Hemisphere: each half of Earth.
Informal economy: people without steady jobs who come up with creative ways of earning a living.
Intermediate directions: lie between the cardinal directions, eg. Northwest.
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.
Multiethnic groups: many ethnic groups live within a country's borders.
Nationalism: is a feeling of pride in one's homeland.
Oligarchy: a government run by a few influential persons who control all aspects of life in a country.
Pollution: waste that makes the air, soil, or water less clean.
Population density: the average number of people per square mile or square kilometer.
Prejudice: an unfair opinion or dislike of a person or thing.
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.
Segregate: to separate
Stereotype: person or thing that seems to conform to a widely accepted type, idea or attitude.
Subsistence farming: raising just enough crops to support one's family.
Treason: violation of allegiance to a country
Universal suffrage: universal means "for all" and suffrage means "right to vote". Universal suffrage means everyone who meets the age requirement has the right to vote.
Urbanization: the movement of people to cities from rural areas.

MODULE - D

SOCIAL STUDIES

MODULE TITLE: RESEARCH AND ANALYSIS “Human Rights in the Modern Era including Bermuda”		MIDDLE SCHOOL LEVEL (PHASE C)			SEQUENCE REFERENCE: MDL3DSOS
TIME ALLOTTED: 25 lessons		1	2	3	
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS	
<p>SS.M3.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>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? • How do we impact our community? • How can we achieve a balance in our lives between our duties and rights as a citizen? 	<p>Curriculum Objectives:</p> <ol style="list-style-type: none"> 1. continue to develop research skills using a variety of sources. (Q4) <ul style="list-style-type: none"> • <i>library, archives, internet</i> 2. develop different styles of presentations. (Q4) <ul style="list-style-type: none"> • <i>multi media presentations</i> 3. develop interview skills. (Q4) <ul style="list-style-type: none"> • <i>formulate questions to focus the inquiry</i> 4. organise field study notes. (Q4) <ul style="list-style-type: none"> • <i>organize information to show development over time</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) create an organising structure for their research that is appropriate to purpose, audience, and context. b) 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. c) analyse historical documents for credibility. d) use grade appropriate social studies vocabulary terms in speaking and writing. e) include appropriate facts and details. f) use technology, graphics and databases to produce reports and related materials. g) use notes or other memory aids to structure oral presentations. h) acquire information from on-line sources. 	<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 individual 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 a regional issue from two points of view –perspective (e.g. effects of colonialism) <input type="checkbox"/> Use speaking and listening to build up increasing personal confidence (English objective) e.g. 4 minute speech on a local or global issue or curriculum content (e.g. pollution, sustainable development, cultural diffusion, colonialism, etc.) <input type="checkbox"/> Explore complex ideas and issues in drama, establishing roles (English objective) of historical characters 	

BIG IDEAS (STRANDS)	ENDURING UNDERSTANDINGS (STANDARD STATEMENT)	ESSENTIAL QUESTIONS	CURRICULUM OBJECTIVES & (ASSESSMENT INDICATORS)	ASSESSMENTS
<p>SS.M3.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>C3. Human Rights</p> <p>discuss, evaluate and report on the importance and development of human rights both locally and globally.</p>	<p>Time, Continuity and Change</p> <ul style="list-style-type: none"> • Why do things, people and regions change over time? • To what extent are there degrees of change? • 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> <p>5. identify problems and devise viable solutions. (Q4)</p> <ul style="list-style-type: none"> • <i>investigate specific problems, outlining solutions used and offering solutions to current issues</i> • <i>discern fact from opinion</i> <p>Assessment Indicators</p> <ol style="list-style-type: none"> a) define the term “human rights”. b) describe how different political systems define and protect individual human rights. c) identify, cite, and discuss important political documents, such as, the United Nations Human Rights Declaration, Bermuda’s Human Rights Act, etc. d) analyse different theories of how governmental powers might be used to help, promote or hinder liberty, equality and justice and develop a reasoned conclusion. 	<p>Product Assessment:</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 paper, etc.) <input type="checkbox"/> Video (if possible) interviews to produce a documentary on a local and/or global topic/ issue (e.g. xenophobia, cultural diffusion, etc.) with student commentary on the overall interviewees’ responses <input type="checkbox"/> Research and develop a product demonstrating content and skill mastery (e.g. poster, PowerPoint, brochure, magazine, collage, maps, models, etc.) <input type="checkbox"/> Write a recommendation in response to solving a specific local and/or global problem <p>Written Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information (English objective) <input type="checkbox"/> Write to analyse (A), review (R) and comment (C) - circle genres used (English objective) <input type="checkbox"/> Write persuasively (e.g. in letters or in the script of a commercial) - (English objective) <input type="checkbox"/> Quarter exam including content, vocabulary and skills

RECOMMENDED RESOURCES:

Amnesty International

Bermuda Library

Human Rights Commission

leaders, representatives of relevant groups

leaflets and information from various groups

old newspapers

United Nations website

Websites of Bermuda and other countries

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 <p style="text-align: center;">OR</p> <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 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Organize existing material in new ways <p style="text-align: center;">OR</p> <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 3 SOCIAL STUDIES CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. BERMUDA IN THE MODERN ERA (1920 – present)</p> <ul style="list-style-type: none"> ❑ <u>investigate</u> the influence of geography on the development of Bermuda’s economy. (Q1) ❑ <u>investigate</u> at least two major environmental threats to Bermuda. (Q1) ❑ <u>develop</u> an understanding of sustainable development. (Q1) ❑ <u>determine</u> the influence of the global community on Bermuda’s economic and political development. (Q1) ❑ <u>investigate</u> the development of the party system in Bermudian politics. (Q2) ❑ <u>identify</u> the importance of the constitution and recognise that both parties were key in its development. (Q2) <p>B. CARIBBEAN IN THE MODERN ERA (1804 – present)</p> <ul style="list-style-type: none"> ❑ <u>apply</u> map skills to develop ideas and interpret information. (Q2) ❑ <u>recognise</u> various countries in the Caribbean. (Q2) ❑ <u>compare</u> and <u>contrast</u> various thematic maps. (Q2) ❑ <u>explain</u> and <u>interpret</u> colonialism and its effects. (Q3) ❑ <u>identify</u> common focuses of Independence movements. (Q3) ❑ <u>identify</u> outcomes of contemporary economic developments and remaining difficulties. (Q3) ❑ <u>identify</u> the similarities and differences of the social and political characteristics of the Caribbean and Bermuda. (Q3) 			<p>C. AFRICA IN THE MODERN ERA (1880- present)</p> <ul style="list-style-type: none"> ❑ <u>locate</u> the variety of regions and vast resources found in Africa and understand their influence on development. (Q4) ❑ <u>recognise</u> the effects of colonial rule and the challenges to build strong African nations and economies. (Q4) ❑ <u>describe</u> the methods of achieving independence in the British African colonies. (Q4) ❑ <u>examine</u> the African influences on the development and culture of Bermuda. (Q4) <p>D. RESEARCH AND ANALYSIS</p> <p>“Human Rights in the Modern Era including Bermuda”</p> <ul style="list-style-type: none"> ❑ continue to <u>develop</u> research skills using a variety of sources. (Q4) ❑ <u>develop</u> different styles of presentations. (Q4) ❑ <u>develop</u> interview skills. (Q4) ❑ <u>organise</u> field study notes. (Q4) ❑ <u>identify</u> problems and <u>devise</u> viable solutions. (Q4) 		

