

Primary School Curriculum

Social Studies (SS) Preschool 2001

(supporting materials in document modified in 2013)

MINISTRY OF EDUCATION
Bermuda
2001



SOCIAL STUDIES PHILOSOPHY

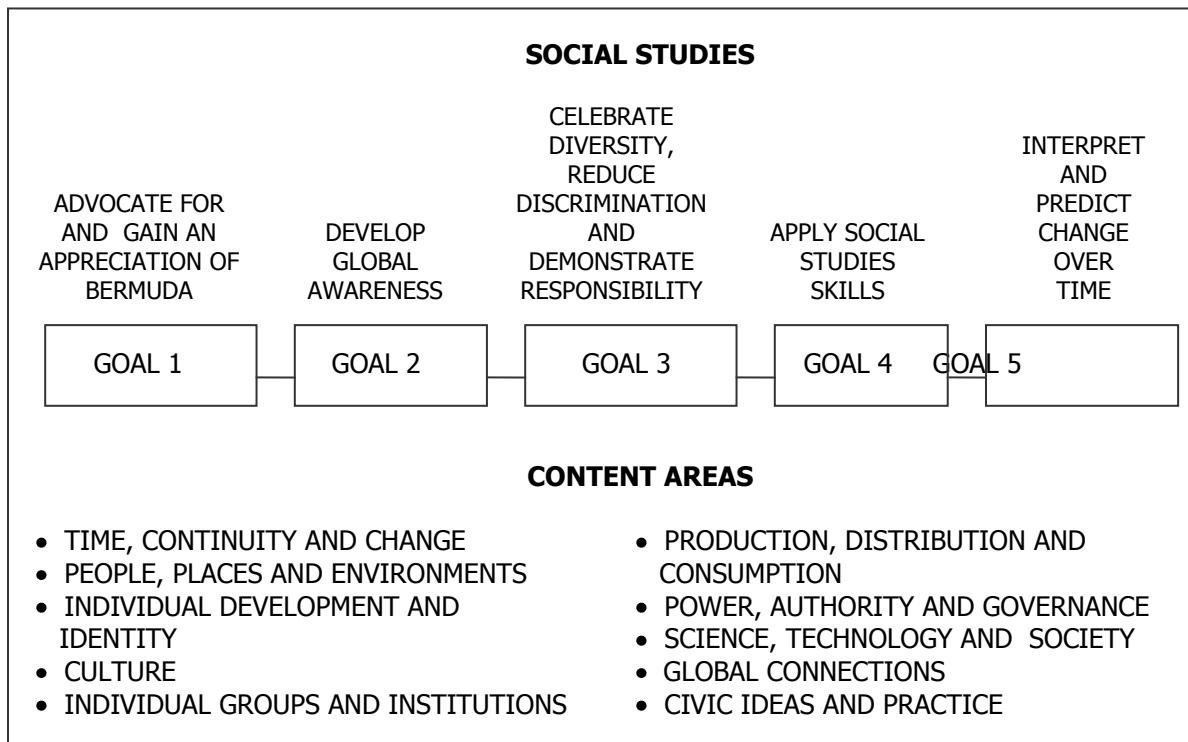
In social studies, content knowledge is used to foster positive attitudes, including a focus on democratic government, the dignity and worth of the individual and the equality of opportunity. The overall mission is to prepare students for productive, responsible citizenship. This is achieved through the integration of knowledge, attitudes and skills from the social sciences into a comprehensive instructional sequence. Particular attention is given to the contributions of all cultures in Bermuda, regardless of gender, race, ethnic or other cultural backgrounds. Specific social studies skills, including map and globe, research, problem solving and interpersonal skills, are introduced and reinforced throughout the curriculum. In Bermuda, it is vital that our students develop a true appreciation for their island home and for the world in which they live.

Social Studies is the umbrella name that refers to the subjects of:

- History
- Geography
- Civics/Government
- Economics
- Religious Knowledge

Note:

These subjects are combined at the Primary and Middle School levels.
They are separate courses at the senior level.



**SOCIAL STUDIES
GOALS AND SUBGOALS**

GOAL 1 ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA

STUDENTS WILL ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA.

- Subgoal 1.1** Discriminate among cultures, religions, beliefs, attitudes and lifestyles in Bermuda.
- Subgoal 1.2** Develop a positive self concept.
- Subgoal 1.3** Evaluate the relationship between land formation, climate, vegetation, land use and natural resources in Bermuda.
- Subgoal 1.4** Discriminate among different groups and institutions within Bermuda.
- Subgoal 1.5** Evaluate the economic impact of transportation, production, distribution and consumption within Bermuda.

GOAL 2 DEVELOP GLOBAL AWARENESS

STUDENTS WILL DEVELOP GLOBAL AWARENESS.

- Subgoal 2.1** Discriminate among cultures, religions, beliefs, attitudes and lifestyles in the global context.
- Subgoal 2.2** Evaluate relationships and interactions between countries.
- Subgoal 2.3** Evaluate differing land forms, climates, vegetations and land use.
- Subgoal 2.4** Analyse interactions among environment, economy, natural resources and people.
- Subgoal 2.5** Analyse the organization of different international groups and institutions.
- Subgoal 2.6** Evaluate modes of transportation, production, distribution and consumption.

GOAL 3 CELEBRATE DIVERSITY, REDUCE DISCRIMINATION AND DEMONSTRATING RESPONSIBILITY

STUDENTS WILL CELEBRATE DIVERSITY, REDUCE DISCRIMINATION AND DEMONSTRATE RESPONSIBILITY.

- Subgoal 3.1** Appreciate basic human rights and their importance to freedom.
- Subgoal 3.2** Justify the importance of citizens acting responsibly.
- Subgoal 3.3** Accept responsibility for the protection of the environment.
- Subgoal 3.4** Evaluate the contribution of individuals, groups and institutions to the progress of society.

GOAL 4 APPLY SOCIAL STUDIES SKILLS

STUDENTS WILL APPLY SOCIAL STUDIES SKILLS.

- Subgoal 4.1** Integrate a variety of skills necessary in acquiring information.
- Subgoal 4.2** Evaluate a variety of methods for organizing, manipulating, creating and utilizing information.
- Subgoal 4.3** Advocate for consistency in positive interpersonal relationships and active social participation.

GOAL 5 INTERPRET AND PREDICT CHANGE OVER TIME

STUDENTS WILL INTERPRET AND PREDICT CHANGE OVER TIME.

- Subgoal 5.1** Analyse the growth and development of cultures, religions, beliefs, attitudes and lifestyles.
- Subgoal 5.2** Demonstrate how relationships are managed and changed.
- Subgoal 5.3** Evaluate how and why people adapt to change.
- Subgoal 5.4** Interpret data to make informed suggestions on environmental management.
- Subgoal 5.5** Analyse the effects of processes and systems on people and the environment.

Each Social Studies goal reflects one or more of the 10 content areas:

- **Culture –**

- i. Where do family traditions come from?
- ii. What holidays does my family celebrate?
- iii. What are some special customs in my family? in the families of my classmates?
- iv. What holidays do others celebrate?
- v. What are some cultural activities or events in our community?
- vi. How are people alike and different?
- vii. How do other cultural groups influence our lives?
- viii. How does our community differ from other communities?
- ix. What does language tell us about the culture?
- x. What kind of shelter do people have in Bermuda?
- xi. What kind of clothes do people wear in Bermuda?

- **Time, Continuity and Change -**

- i. Who am I?
- ii. What happened in the past?
- iii. How am I connected to those in the past?
- iv. How do families change over time?
- v. How have schools changed over time?
- vi. How is my neighborhood changing?
- vii. How is life different in communities today?
- viii. How is our community changing?
- ix. How are changes good?
- x. How are changes undesirable?
- xi. What can we learn about our community's past?
- xii. What change would you like to see in our community?
- xiii. How has Hamilton City changed?

- **People, Places and Environments –**

- i. Where are things located in the classroom? My home? My community?
- ii. Why are they located where they are?
- iii. What is a map? How is a map like a drawing?
- iv. How do maps differ? political? physical?
- v. What are different map projections?
- vi. How do maps help us?
- vii. What can map symbols tell us?
- viii. How can I describe my world?
- ix. How can I care for my environment?
- x. Where is our community in Bermuda?
- xi. Where do I live on earth? Where is Bermuda located?
- xii. Why are globes important?
- xiii. Why are seasons of the year important to us?
- xiv. Why do people need to know what time it is?
- xv. What is a day? a week? a month? a year?
- xvi. What are landforms?
- xvii. What landforms can I identify?
- xviii. How do communities vary depending on their geographic location?
- xix. What are the cardinal directions?
- xx. What are the continents?

- xxi. Where is Bermuda on the globe?
- xxii. What are the oceans?

- **Individuals, Groups and Institutions –**

- i. Why are friends important?
- ii. How do I make friends?
- iii. What are some of the things I can do with friends?
- iv. How does my family help me?
- v. How do I help individual members of my family?
- vi. How do families have fun together?
- vii. How does my teacher help me?
- viii. Why are schools important?
- ix. How do I describe my school?
- x. How does my school compare with others?
- xi. Who pays for school?
- xii. Why do individuals choose to live in groups?
- xiii. To what groups do I belong?
- xiv. Who is my neighbor?
- xv. What is my neighborhood like?
- xvi. How are neighborhoods different from each other?
- xvii. How are they alike?
- xviii. How do we live together in communities?
- xix. Who are members of our community?
- xx. What happens in our community?

- **Individual Development and Identity –**

- i. How do people learn?
- ii. Why do people behave as they do?
- iii. How do individuals develop from youth to adulthood?
- iv. What role does family members play?
- v. What feelings do I have?
- vi. What can I do?
- vii. Why am I special?
- viii. What people do I need?
- ix. What people need me?
- x. What is important to me?
- xi. What do people do that makes it hard for me to understand them?
- xii. What do I do that makes it hard for other people to understand me?
- xiii. What hobbies do I have?
- xiv. What do school workers do for us?
- xv. What does it mean to share? How do family members share?
- xvi. How do classmates share?
- xvii. How are my classmates alike? How are they different?

- **Power, Authority and Governance –**

- i. Why do we have rules?
- ii. Where do rules come from?
- iii. How do rules help us?
- iv. What rules exist within my family?
- v. What rules exist within our school?
- vi. Why do we have school rules?
- vii. What are some important rules in our community?

- viii. Who makes the rules in our community?
- ix. How are rules enforced?
- x. Who are our community leaders?

- **Production, Distribution and Consumption –**

- i. What are needs and wants?
- ii. What needs do all people have?
- iii. How do different people meet their needs?
- iv. How do families help individuals meet their needs?
- v. Why do families save money?
- vi. How do schools help individuals meet their needs?
- vii. Why do people work?
- viii. What workers in my neighborhood help me meet my needs?
- ix. What businesses and institutions are in my neighborhood?
- x. Who works in these businesses? What are their jobs?
- xi. Where do the people and things in my neighborhood come from?
- xii. What are goods and services?
- xiii. Where are some places we can get services?
- xiv. What goods and services are provided in my neighbourhood?
- xv. What goods do we use that come from other communities and countries?
- xvi. How are goods and services produced?
- xvii. How does our community pay for community goods and services?
- xviii. What kind of jobs did people in communities perform in the past?
- xix. What type of jobs do people perform?
- xx. How do we depend on workers?
- xxi. How have the occupational options changed?

- **Science, Technology and Society –**

- i. What is technology?
- ii. How is technology used at home? at school? in the community?
- iii. What forms of transportation are available in my community? in Bermuda?
- iv. Is new technology always better than old?
- v. How has technology changed life in Bermuda? (socially, economically and politically)
- vi. How can we cope with the ever-increasing pace of change?
- vii. How can we manage technology so that the greatest number of people benefit from it?
- viii. How can we preserve our fundamental values and beliefs in the midst of technological change?

- **Global Connections –**

- i. How are families in other lands like my family? How are they different?
- ii. Do my classmates have family members living in other countries? If so, in which countries?
- iii. What can we learn from girls and boys in other lands? And what can they learn from us?
- iv. What do families everywhere do together?
- v. How do people in other countries celebrate their holidays?
- vi. How is our community linked to other communities in other countries?
- vii. What ethnic or racial groups have settled in Bermuda?
- viii. What routes did they follow to get here?

• **Civic Ideals and Practices –**

- i. What is civic participation and how can I be involved?
- ii. What is the balance between rights and responsibilities?
- iii. What is the role of the citizen in the community and the “nation” and as a member of the world community?
- iv. How can I make a positive difference?
- v. How do I need to behave in school?
- vi. How do I respect the property of others?
- vii. How do I get along with my classmates?
- viii. What are some things I do at home? at school?
- ix. How can I help my teacher and classmates?
- x. What choices do I make?
- xi. What alternatives do I have?
- xii. What responsibilities do I have?
- xiii. How do I know if I made the right decision?
- xiv. What do parents do at home? in the community?
- xv. What responsibilities do members of my family have?
- xvi. How can children help their families?
- xvii. What does it mean to share? How do family members share?
- xviii. How can I share with friends?
- xix. When might families have problems which need to be solved?
- xx. How can I help my classmates? How can they help me?
- xxi. How does our community make decisions?
- xxii. How do community members solve their problems?
- xxiii. What responsibilities do I have for my community?

The main purpose of Social Studies is to create effective citizens!

Effective Citizens are:

- critical thinkers & readers
- problem solvers
- good communicators
- good collaborators
- civic literate
- information, media and technology literate
- flexible and adaptable
- innovative and creative
- globally competent
- financially and entrepreneurial literate
- effective participants in their world
- knowledgeable of their relationship to other people, institutions and the environment
- knowledgeable of the past, understand the present and can plan for the future
- assessors of issues

The 'Citizen' in me!

Think globally, Act locally

I have responsibilities to

Me



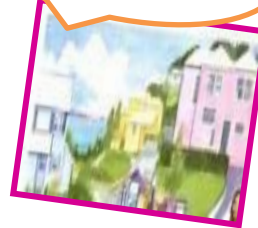
My Family



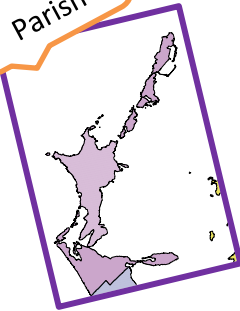
My School



My Neighbourhood



My Parish



My country:
Bermuda



Western Hemisphere



The World



And they **ALL** have responsibilities to ME and EACH Other!

**PRIMARY SCHOOL
PHASE A OVERVIEW**

Subject Title: Social Studies

Subject Code: PS SS

Time Allotted: 120 min/wk

RATIONALE

The Bermuda pre/primary school social studies curriculum will prepare students to become productive and contributive members of an interdependent global community through the integration of knowledge, skills, attitudes and values. It will foster the development of responsible citizenship and cultural understanding.

Students will:

- Gain an understanding of Bermuda as a unique community.
- Appreciate the cultural diversity that exists within Bermuda.
- Recognize the interdependent relationship Bermuda has with the global community.

To achieve these aims, students will be involved in experiential, interactive learning, involving a variety of sources and embracing multiple activities, which accommodate all learning styles.

PRESCHOOL (PS) REQUIREMENTS

The requirements for this level are as follows. However, an integrative approach to teaching should be the main strategy at this level.

<ul style="list-style-type: none"> • Performance Assessment <ul style="list-style-type: none"> - Produce drawings - Behavior - Writing 	100%
<ul style="list-style-type: none"> • Product Assessment <ul style="list-style-type: none"> - Photos - Drawings - Poems/Books - Graphs/Charts 	
<ul style="list-style-type: none"> • Written Assessment <ul style="list-style-type: none"> - Sentence includes student written - Words - Vocabulary 	
Total	100%

PHASE A OUTLINE

PS Module Titles A - D	P1 Module Titles A - D	P1 Module Titles A - D
A. Society and Culture - Me - family relationships - personal information - diverse ancestries	A. Society and Culture 10 - needs - wants - change - family	A. Society and Culture 10 - differences - similarities - classroom diversity - families - cultural contributions
B. Politics and Law - personal behaviours - school	B. Politics and Law 10 - behaviours - responsibilities - school purpose - school neighbourhood	B. Politics and Law 10 - manners - responsibilities - education
C. Economy and Technology - Bermuda money - Bermuda coins - community workers - technological tools	C. Economy and Technology. 6 - money use - Bermuda coins - occupations - daily technology	C. Economy and Technology. 6 - money history - occupations - technology
D. Environment 6 - Bermuda - island - ocean - parishes - residence - weather	D. Environment 6 - mapping - natural environments - manmade environments - interaction with environments - behaviours - key places Eastern 3 parishes	D. Environment 6 - mapping - natural environments - manmade environments - interaction with environments - behaviours - key places Western 3 parishes

PS	P1	P2
Subtotal	Subtotal 32	Subtotal 32
Optional Weeks	Optional Weeks <u>4</u>	Optional Weeks <u>4</u>
Total Weeks	Total Weeks 36	Total Weeks 36

M O D U L E - A

SOCIAL STUDIES

Module Title: Society and Culture – All About Me!	Sequence Reference: PS SS-A																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="background-color: #cccccc;">PHASE A</th> <th colspan="3" style="background-color: #cccccc;">PHASE B</th> </tr> <tr> <th style="width: 12.5%;">PS</th> <th style="width: 12.5%;">P1</th> <th style="width: 12.5%;">P2</th> <th style="width: 12.5%;">P3</th> <th style="width: 12.5%;">P4</th> <th style="width: 12.5%;">P5</th> <th style="width: 12.5%;">P6</th> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHASE A				PHASE B																		
PS	P1	P2	P3	P4	P5	P6																
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Time allotted:																						
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.2, 1.4, 1.5 Appreciation for Bermuda • 2.1, 2.2, 2.5 Global Awareness • 3.1, 3.2, 3.4 Demonstrate Responsibility • 4.1 - 4.3 Apply Social Studies Skills • 5.1 - 5.3 Interprets and Predicts 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Time, Continuity and Change • Culture • People, Places and Environment • Individual Development, Identity Groups and Institutions • Power, Authority and Governance 																					
Curriculum Objectives:	Content Detail:																					
<p>At the end of this module, students will:</p> <p>PSA1 describe themselves SSC2</p> <p>PSA2 give details about self SSC2</p> <p>PSA3 identify self as part of a family SSC2</p> <p>PSA4 recognize different kinds of family units SSC2</p> <p>PSA5 participate in cultural activities that reflect the diversity of people in society SSC2</p>	<ul style="list-style-type: none"> • gender ethnicity • colour, eyes, hand prints • first name in writing • age, birth date, address, telephone • parents, siblings, (brothers, sister) grandparents, aunts and uncles, great grandparents • family relationship • step brother/sister, stepmother/father • full name in writing: <ul style="list-style-type: none"> - christian names, surnames • African, Asian, Bermudian, Caribbean/Cultural, European, North American song and dance 																					

Module Title: Society and Culture	Sequence Reference: PS SS-A
Recommended Instructional Strategies:	
<ul style="list-style-type: none"> • teachers will talk about self • students make puppets and use them to talk about self, giving information about <ul style="list-style-type: none"> - gender - name - address - telephone # • show pictures of different types of families. discuss: <ul style="list-style-type: none"> - number of persons in family - the different persons in the family - name the family members • games/songs that: <ul style="list-style-type: none"> - identify gender - names of family members - birth months etc. 	<p style="text-align: center;">Recommended Formative Assessment Strategies:</p> <p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • students will bring in a photo of self • students will bring in a photo of their family • students will draw a picture of their family • students will cut and paste pictures of families from magazines • teachers and students will write a story or poem, sentences about families • when shown pictures of different kinds of families students will count the number of persons • students recognize and write christian and/or surname
Summative Assessment:	
<p>Assessments given at the end of a module where the data is used to generate grades.</p> <ul style="list-style-type: none"> • Portfolio containing one sample of student's <ul style="list-style-type: none"> - picture of family - cut and paste picture of family - family math activity - student's written name • Letter association/number association • Colour identification • Shape association 	
Special Resources: (materials, equipment & community involvement)	
<ul style="list-style-type: none"> • family day and/or grandparents' day, uncle and aunt day etc. • stories about families 	

Module Title: Society and Culture	Sequence Reference: PS SS-A	
References - Teacher:		
<ul style="list-style-type: none"> • Any books/pictures on family • Bean, E. <u>ABC's of Paradise</u>, American Literacy Press, Inc. 2000 	References - Student:	
<ul style="list-style-type: none"> • Pictures on Self • Baby picture to present • Student Knowledge 		
Glossary:		
<ol style="list-style-type: none"> 1. family – a group of people who are related to each other. 2. father – male parent 3. mother – female parent 		

M O D U L E - B

SOCIAL STUDIES

Module Title: Politics and Law – My Behaviours

Sequence Reference: PS SS-B

PHASE A			PHASE B			
	P1	P2	P3	P4	P5	P6
<i>PS</i>						
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Time allotted:

Subgoal Emphasis:

- 1.2, 1.4, 1.5 Appreciation for Bermuda
- 2.2, 2.4, 2.6 Global Awareness
- 3.2, 3.4 Demonstrate Responsibility
- 4.1 - 4.3 Apply Social Studies Skills
- 5.1 - 5.2 Interprets and Predicts

Content Focus:

- Time, Continuity and Change
- Culture
- People, Places and Environment
- Individual Development, Identity Groups and Institutions
- Power, Authority and Governance

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

PSB1 describe responsibilities as a person SSC1

PSB2 describe why they come to school SSC1

- greeting, requests, gratitude and apologies
- listen
- speak politely
- obey rules
- be clean

- social norms
 - appropriate speech and behaviours
 - education

Module Title: Politics and Law	Sequence Reference: PS SS-B	
Recommended Instructional Strategies:		
<ul style="list-style-type: none"> • present and role model appropriate behaviour regarding manners and rules • discuss using pictures • discussions: :respect sharing, taking turns • create class rules, consequences as a group • students role-model behaviour in various situations • walk the students through the building • visit primary schools • visit middle schools • visit senior schools • visit colleges 	Recommended Formative Assessment Strategies:	
<p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • identify appropriate behaviour in a variety of situations • recite rules for classroom, school 		
Summative Assessment:		
<p>Assessments given at the end of a module where the data is used to generate grades.</p>		
Special Resources: (materials, equipment & community involvement)		
<ul style="list-style-type: none"> • family members • television • video 		

Module Title: Politics and Law	Sequence Reference: PS SS-B
References - Teacher:	References - Student:
<ul style="list-style-type: none"> • Books on Family, Play, Love and Foods; People of the World • Bean E. <u>ABC's of Paradise</u>, American Literacy Press, Inc. 2000 	<ul style="list-style-type: none"> • Student Knowledge
Glossary:	
<ol style="list-style-type: none"> 1. obey – to do what you are told to do 2. rule – an instruction about what is or what is not allowed. 3. School – a place where children and teenagers go to be educated. 	

M O D U L E - C

SOCIAL STUDIES

Module Title: Economy and Technology – **Money and Work**

Sequence Reference: PS SS-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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Time allotted:

Subgoal Emphasis:

- 1.2, 1.4, 1.5 Appreciation for Bermuda
- 2.2, 2.4, 2.6 Global Awareness
- 3.2, 3.4 Demonstrate Responsibility
- 4.1 - 4.3 Apply Social Studies Skills
- 5.1, 5.2 Interprets and Predicts

Content Focus:

- Time, Continuity and Change
- Culture
- People, Places and Environment
- Individual Development, Identity Groups and Institutions
- Power, Authority and Governance

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- PSC1** recognize money and its use for exchange of goods
SSE1
- PSC2** identify different occupations in the community
SSE1
- PSC3** state some of the technological tools that they use
in
daily life SSE3

- 1 cent, 5 cents, 10 cents, 25 cents, 1 dollar, 2 dollars, 5 dollars
- teacher, police, fireman, doctor, lawyer, mechanic, bus driver waitress, grocer, gas attendant
- stove, refrigerator, microwave, television, radio, vacuum cleaner, computer

Module Title: Economy and Technology	Sequence Reference: PS SS-C
Recommended Instructional Strategies:	Recommended Formative Assessment Strategies:
<ul style="list-style-type: none"> • students will bring in various denominations of money. have a 1¢ day, 5¢, 10¢, 25¢, \$1, \$2 • teachers provide items that are valued at the various coin amounts e.g. raisins, fish, nuts, animal crackers, cheese-its etc. • tell a story that talks about community workers. discuss types of jobs parents have. role-playing using dress up clothing and tools of the trade. display objects and ask students who uses it on the job. • walk around the school and identify electronic items • talk about electronic items in the home 	<p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • work together to separate objects and pictures into categories labelled: money, food, jobs, technology
Summative Assessment:	
<p>Assessments given at the end of a module where the data is used to generate grades.</p> <ul style="list-style-type: none"> • Tell what money is used for • Identify role/function of a specific community watch • Identify local coins 	
Special Resources: (materials, equipment & community involvement)	
<ul style="list-style-type: none"> • money chart • job chart • technology chart • guest speakers <ul style="list-style-type: none"> - family members - community workers • magazines 	

Module Title: Economy and Technology	Sequence Reference: PS SS-C
References - Teacher:	References - Student:
<ul style="list-style-type: none">• Books on Jobs, Technology and Money• Bean E. <u>ABC's of Paradise</u>, American literacy Press, Inc. 2000	<ul style="list-style-type: none">• Student knowledge• Student resources (personal)
Glossary:	
<ol style="list-style-type: none">1. goods – things for sale2. job – the work someone does for pay.3. money – coins or bank notes (paper money) used to buy things.4. tools – something used to do a job.	

M O D U L E - D

SOCIAL STUDIES

Module Title: Environment	Sequence Reference: PS SS-D																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4">PHASE A</th> <th colspan="3">PHASE B</th> </tr> <tr> <th>PS</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHASE A				PHASE B																		
PS	P1	P2	P3	P4	P5	P6																
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																
Time allotted:																						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.2, 1.4, 1.5 Appreciation for Bermuda • 2.4 Global Awareness • 3.1 - 3.4 Demonstrate Responsibility • 4.1 - 4.3 Apply Social Studies Skills • 5.2 - 5.4 Interprets and Predicts 	Content Focus: <ul style="list-style-type: none"> • Time, Continuity and Change • Culture • People, Places and Environment • Individual Development, Identity Groups and Institutions • Power, Authority and Governance 																					
Curriculum Objectives:	Content Detail:																					
At the end of this module, students will: <p>PSD1 identify the map of Bermuda SSG1</p> <p>PSD2 locate school and parish on a map SSG1</p> <p>PSD3 practice responsible behaviour in caring for their immediate environment SSG1</p> <p>PSD4 identify and observe weather patterns SSG1</p>	<ul style="list-style-type: none"> • Bermuda, islands, ocean, parishes, hook shape • 9 parishes, school, name residence • trash depositories, horticulture, (planting flowers and trees), painting building., recycling plastics, bottles, tin cans and paper • wind, rain, sun and snow 																					

Module Title: Environment	Sequence Reference: PS SS-D
Recommended Instructional Strategies:	
<ul style="list-style-type: none"> • display a map of Bermuda label with terms, Bermuda island, parish/parishes/Atlantic ocean • paste picture of school on map • paste picture of their home on individual map • play games, sing songs, and role play and know littering at home, school and community • use puppets to teach ways to recycle • make a chart to display how grow a garden • teacher demonstrates step by step procedure from chart, students plant individual seeding • group project – plant small garden on grounds • teacher will read story (environment story) 	<p style="text-align: center;">Recommended Formative Assessment Strategies:</p> <p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • children will respond to questioning showing locations on the map. teacher will use the words island, Bermuda, parish, Atlantic and ocean • differentiate between items for normal trash disposal and items for recycling using pictures, models, etc. • state why trash is unhealthy no good • state why lettering is bad no good
Summative Assessment:	
<p>Assessments given at the end of a module where the data is used to generate grades.</p> <ul style="list-style-type: none"> • Explain the impact of weather on plant growth • Identify Bermuda by shapes • Name 2 trees/flowers/parishes in Bermuda • Name own parish of residence • Name parish in which school is located 	
Special Resources: (materials, equipment & community involvement)	
<ul style="list-style-type: none"> • puzzle map of Bermuda • wooden and colour coded • blank maps to colour, paste, etc. • glass • paper • plastic • tin 	<ul style="list-style-type: none"> • KBB • Rock Watchers • Garden Club of Bermuda • learning • world map for wall displace • globe • posters of Bermuda

Module Title: Environment	Sequence Reference: PS SS-D
References - Teacher:	
<ul style="list-style-type: none"> • Bean, E. <u>ABC's of Paradise</u>, American Literacy Press Inc. 2000 	<ul style="list-style-type: none"> • Student Knowledge
References - Student:	
Glossary:	
<ol style="list-style-type: none"> 1. cold – low in temperature 2. hot – feeling very warm 3. rain – drops of water falling from the sky 4. sun – star in the sky that gives light and heat to the Earth 5. wet – full of water or covered with water 6. wind – strong current of air 	

APPENDIX

PLANNING FOR INTEGRATED CURRICULUM IN THE PRIMARY SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impact on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

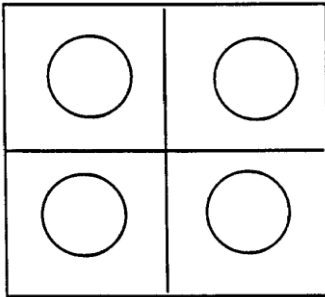
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development; perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

Design options for curriculum might include:

Disciplined-based

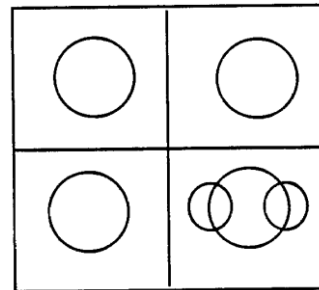


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in mathematics, science and social studies, etc.



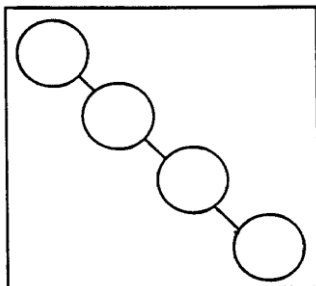
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next and relates idea(s) explicitly.

Example

Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

Parallel Disciplines

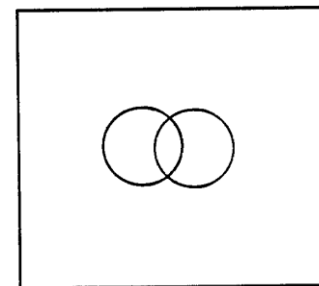


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science experiments while teaching social studies the teacher targets forecasting current events and thus threads the skill (prediction) across all disciplines.



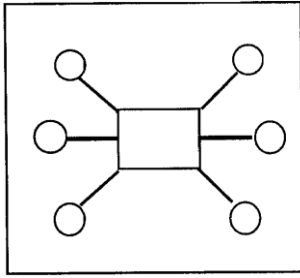
Description

Shared planning and teaching take place in two disciplines in which over-lapping concepts or ideas emerge as organizing elements.

Example

Science and mathematics teachers use data collection, charting and graphing as shared concepts that can be team-taught.

Multidisciplinary



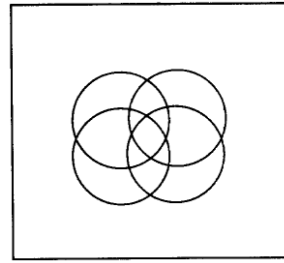
Description

The fertile theme is webbed to curriculum contents and disciplines; use the theme to sift out appropriate concepts, topics and ideas.

Example

Teacher presents a simple topical theme, such as the circus and webs it into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme approach.

Interdisciplinary



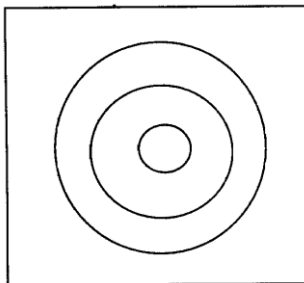
Description

This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example

In science, music, visual arts and health education, teachers look for patterning models and approach content through these patterns.

Disciplined-based



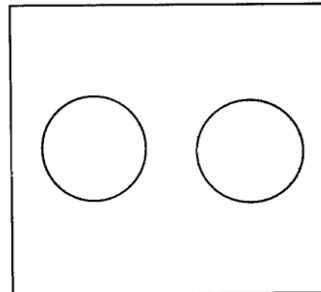
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill).

Parallel-based



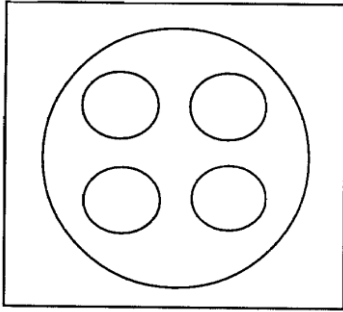
Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

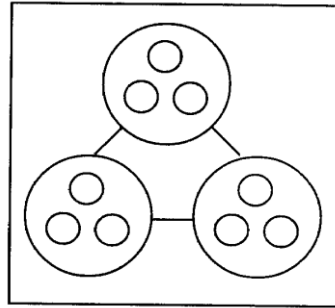
Example

In English language arts the teacher will teach an historical novel depicting a particular period while in social studies the teacher could cover the same period.

Immersed



Networked



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.

Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of primary schools, four disciplines have been identified as core subjects:

- English Language
- Mathematics
- Science
- Social Studies

Year level teachers, along with teachers of other discipline areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that primary school teachers keep abreast of current research and trends on integrating curriculum. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

Teachers should:

- take inventory of what is already being done - writing across the curriculum, etc.
- design a curriculum map by listing the content of all subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

SOCIAL STUDIES AT THE CENTRE

Social Studies Concept/Skill: _____

Make connections with Social Studies and:

English Language Arts
Health Education
Music

Mathematics
Information Technology
Visual Arts

Science
Physical Education

