

# Primary School Curriculum

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## Social Studies (SS) Primary 3 2007

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(supporting materials in document modified in 2012)

MINISTRY OF EDUCATION  
Bermuda  
2007



## SOCIAL STUDIES PHILOSOPHY

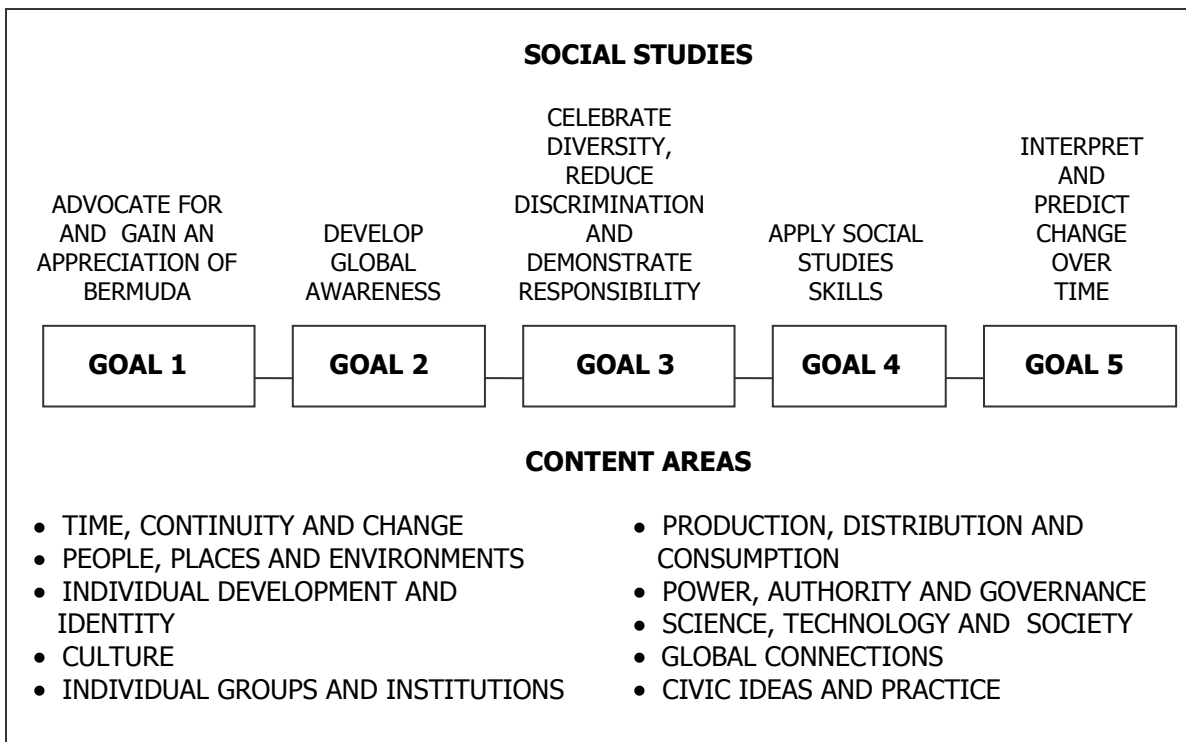
In social studies, content knowledge is used to foster positive attitudes, including a focus on democratic government, the dignity and worth of the individual and the equality of opportunity. The overall mission is to prepare students for productive, responsible citizenship. This is achieved through 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



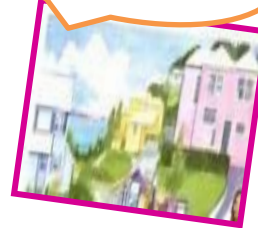
My Family



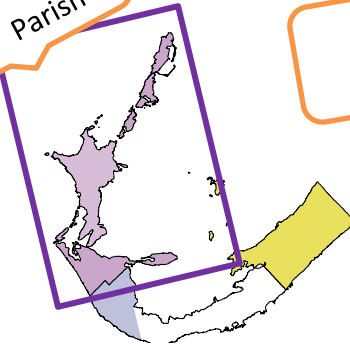
My School



My Neighbourhood



My Parish



My country:  
Bermuda



Western Hemisphere



The World



And they ALL have responsibilities to ME and EACH Other!

## *Integrating Computer Applications in Social Studies*

### ***Word Processing*** (Microsoft Word)

Students can use the word processor to create, edit, proofread and print text documents. The word processor can be used for any writing activity and the features facilitate the writing process. For social studies, students can create writing samples demonstrating a number of genres: journals, poems, stories, reports, letters, plays and construct answers related to social studies content. Use charts to organize and classify information.

### ***Desktop Publishing*** (Microsoft Publisher, PrintShop)

Desktop Publishing software allows the creation of newsletters, posters, books, brochures with flexible layouts. Templates make the creation of attractive publications easy with professional looking results. Students can explore the power of print media by using desktop publishing strategies to communicate social studies ideas and concepts.

### ***Spreadsheets*** (Excel)

Spreadsheets are a series of rows and columns that are used to store data in the form of words and values. With spreadsheet software, you can manipulate (sort, perform arithmetic functions, etc) and display the data as charts and graphs. These visual representations make it easier for students to interpret data.

### ***Presentation Tools*** (PowerPoint, KidPix)

Presentation software lets you create onscreen presentations consisting of a series of slides. It can also be used to present stand-alone presentations that teach, report or entertain. The applications are endless. PowerPoint and KidPix incorporate text, graphics, animation, sound and video, making them versatile communication tools. Students enjoy using PowerPoint because they can easily create sophisticated and fun social studies presentations.

### ***Paint/Draw Software*** (KidPix, Microsoft Paint)

Students can use drawing and painting software to create original artwork and illustrations for stories, maps or diagrams to explain a process or system. Most drawing programs simulate many of the tools found on an artist's table: paint, brushes, markers, spray guns, stamps. KidPix features sound, animated objects and text to create simple slide shows. Microsoft Paint is a basic paint application that is a good starter tool.

### ***Internet*** (Internet Explorer)

Use the Internet for research or to visit interactive sites built around a particular social studies topic or theme. Locate appropriate sites with the phrase "for kids" included in the search criteria. Preview all sites in advance as addresses change.

**Contributed by Patricia Callender, Education Officer for IT Integration**

## SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS (CIE) INTEGRATION

Best practice supports integrating the teaching of disciplines whenever possible. I have chosen many of the English objectives that can be used when you are creating your learning activities for the Bermuda Social Studies curriculum at your year level.

P3 Phonics, Spelling & Vocabulary	P3 Reading	P3 Writing	P3 Speaking & Listening
<ul style="list-style-type: none"> <li>• use and spell compound words</li> <li>• know irregular forms of common verbs.</li> <li>• Learn rules for adding –ing, -ed, -s to verbs.</li> <li>• Extend earlier work on prefixes and suffixes.</li> <li>• Use a dictionary or electronic means to find the spelling and meaning of words.</li> <li>• Organize words or information alphabetically using first two letters.</li> <li>• Identify misspelt words in own writing and keep individual spelling logs.</li> <li>• Infer the meaning of unknown words from the context.</li> <li>• Generate synonyms for high frequency words, e.g. big, little, good.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.</li> <li>• Collect examples of nouns, verbs and adjectives, and use the terms appropriately.</li> <li>• Identify pronouns and understand their function in a sentence.</li> <li>• Understand that verbs are necessary for meaning in a sentence.</li> <li>• Understand pluralisation and use the terms singular and plural.</li> <li>• Scan a passage to find specific information and answer questions.</li> <li>• Locate information in non-fiction texts using contents page and index.</li> <li>• Read and follow instructions to carry out an activity.</li> <li>• Consider ways that information is set out on a page and screen, e.g. lists, charts, bullet points.</li> <li>• Identify the main purpose of a text.</li> <li>• Use ICT sources to locate simple information.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain accurate use of capital letters and full stops in showing sentences.</li> <li>• Continue to improve consistency in the use of tenses.</li> <li>• Ensure grammatical agreement of pronouns and verbs in using standard English.</li> <li>• Use a wider variety of sentence types including simple, compound and some complex sentences.</li> <li>• Begin to vary sentence openings, e.g. with simple adverbs.</li> <li>• Establish purpose for writing, using features and style based on model texts.</li> <li>• Write letters, notes and messages.</li> <li>• Make a record of information drawn from a text, e.g. by completing a chart.</li> <li>• Ensure consistency in the size and proportion of letters and the spacing of words.</li> <li>• Build up handwriting speed, fluency and legibility.</li> <li>• Use ICT to write, edit and present work.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts, including longer speaking turns.</li> <li>• Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.</li> <li>• Take turns in discussion, building on what others have said.</li> <li>• Listen and respond appropriately to others' views and opinions.</li> <li>• Listen and remember a sequence of instructions.</li> <li>• Practice to improve performance when reading aloud.</li> <li>• Begin to adapt movement to create a character in drama.</li> <li>• Develop sensitivity to ways that others express meaning in their talk and non-verbal communication.</li> </ul>

**PRIMARY SCHOOL  
PHASE A OVERVIEW**

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.

PRIMARY ONE (P1) REQUIREMENTS

The requirements for this level are as follows:

<ul style="list-style-type: none"> <li>• <b>Performance Assessment</b> - Simulations, phony phone conversations, puppet plays, storytelling, move to music, etc.</li> </ul>	<b>30%</b>
<ul style="list-style-type: none"> <li>• <b>Product Assessment</b> - Painting or drawing, What happens next, simple mapping, models, collages, photo essays, journal, etc.</li> </ul>	<b>45%</b>
<ul style="list-style-type: none"> <li>• <b>Written Assessment</b> - Tests: selected response &amp; constructed response to evaluate students' understanding of key concepts, vocabulary, skills &amp; knowledge.</li> </ul>	<b>25%</b>
<b>Total</b>	<b>100%</b>

# MATERIALS OF INSTRUCTION (Adopted Text)

A Bermuda Year London, U.K.: Macmillan, 2007

Ministry of Community and Cultural Affairs, Bermuda Connections Kit. Smithsonian Institute, 2004

Block Buddy Atlas. Chicago, Illinois: Nystrom, 2002

Bermuda Atlas. London, U.K.: Macmillan, 2007

## PHASE A OUTLINE

P1 Module Titles A - D	P2 Modules Titles A - D	P3 Modules Titles A - D
<p><b>A. Society and Culture ..... 10</b></p> <ul style="list-style-type: none"> <li>- needs</li> <li>- wants</li> <li>- change</li> <li>- family</li> </ul> <p><b>B. Politics and Law ..... 10</b></p> <ul style="list-style-type: none"> <li>- behaviours</li> <li>- responsibilities</li> <li>- school purpose</li> <li>- school neighbourhood</li> </ul> <p><b>C. Economy and Technology. 6</b></p> <ul style="list-style-type: none"> <li>- money use</li> <li>- Bermuda coins</li> <li>- occupations</li> <li>- daily technology</li> </ul> <p><b>D. Environment ..... 6</b></p> <ul style="list-style-type: none"> <li>- mapping</li> <li>- natural environments</li> <li>- manmade environments</li> <li>- interaction with environments</li> <li>- behaviours</li> <li>- key places Eastern 3 parishes</li> </ul>	<p><b>A. Society and Culture ..... 10</b></p> <ul style="list-style-type: none"> <li>- differences</li> <li>- similarities</li> <li>- classroom diversity</li> <li>- families</li> <li>- cultural contributions</li> </ul> <p><b>B. Politics and Law ..... 10</b></p> <ul style="list-style-type: none"> <li>- manners</li> <li>- responsibilities</li> <li>- education</li> </ul> <p><b>C. Economy and Technology. 6</b></p> <ul style="list-style-type: none"> <li>- money history</li> <li>- occupations</li> <li>- technology</li> </ul> <p><b>D. Environment ..... 6</b></p> <ul style="list-style-type: none"> <li>- mapping</li> <li>- natural environments</li> <li>- manmade environments</li> <li>- interaction with environments</li> <li>- behaviours</li> <li>- key places Western 3 parishes</li> </ul>	<p><b>A. Society and Culture .... 10</b></p> <ul style="list-style-type: none"> <li>- diverse school cultures</li> <li>- diverse neighbourhoods</li> <li>- public holidays</li> <li>- diverse school heritages</li> </ul> <p><b>B. Politics and Law..... 10</b></p> <ul style="list-style-type: none"> <li>- current issues</li> <li>- public good</li> <li>- Bermuda symbols</li> <li>- citizenship traits</li> </ul> <p><b>C. Economy and Technology . 6</b></p> <ul style="list-style-type: none"> <li>- exchange</li> <li>- Bermuda &amp; U.S. coins</li> <li>- Bermuda's needs &amp; Resources</li> <li>- past &amp; present economic activities</li> <li>- affects of technology</li> </ul> <p><b>D. Environment .....6</b></p> <ul style="list-style-type: none"> <li>- map interpretation</li> <li>- Bermuda landforms</li> <li>- Bermuda water bodies</li> <li>- key places Central 3 parishes</li> <li>- physical environment influences</li> <li>- environmental behaviours</li> </ul>

Subtotal ..... 32	Subtotal ..... 32	Subtotal ..... 32
Optional Weeks ..... <u>4</u>	Optional Weeks ..... <u>4</u>	Optional Weeks ..... <u>4</u>
<b>Total Weeks ..... 36</b>	<b>Total Weeks ..... 36</b>	<b>Total Weeks ..... 36</b>

# M O D U L E - A

# SOCIAL STUDIES

**Module Title:** Society and Culture - Diversity

**Sequence Reference:** P3 SS-A

**Time allotted:** 10 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
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## Goal & Subgoal Emphasis & Performance Strand

- 1.1, 1.2, 1.4      Appreciation
- 2.1                    Global Awareness
- 3.1, 3.4            Celebrate Diversity
- 4.1 - 4.3            Apply Social Studies Skills
- 5.1,5.3              Interpret and Predict

### History (H)

History requires the student to understand how the past has influenced the present development of a country or region, including its values, beliefs, government and economy. This should enable the student to make viable predictions and develop understanding of multiple perspectives and cultures.

## Performance Statements & Essential Questions

### History

**SS.P3.H1** The students will produce evidence that demonstrates their ability to organise information chronologically and understand the sequence and relationship of events.

**SS.P3.H4** The student will produce evidence that demonstrates their ability to understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.

#### Possible Essential Questions:

- What is special about my school/community?
- How has my school/community changed over the years?
- How does my neighbourhood and school communities reflect Bermuda's diversity?
- Why are the celebration of traditions and events important?
- What do the celebrations of traditions tell us about a community?
- How is the present connected to the past?



**Module Title:** Society and Culture

**Sequence Reference:** P3 SS-A

**Assessment Indicators:**

**Curriculum Objectives & Content Detail:**

**At the end of this module, students will:**

**SS.P3.H1a** Create or use a simple timeline or graphic organizer

**SS.P3.H1b** Place information in proper sequence, e.g., order of occurrence

**SS.P3.H4a** Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behaviour of people living in Bermuda, e.g., local songs, stories, school events, neighbourhood culture, school and public holidays, the Caribbean, African, British and Portuguese influences (Bermuda Connections Kit).

1. recognize and describe the diverse culture of schools and neighbourhoods **SS.P3.H4**
  - school :
    - school population ( size, ethnicity, race, gender, religions, age)
    - active PTA & general parent involvement
    - extra-curricular activities
    - socialization (build networks on site & with community)
    - community activities/bands
  - neighbourhood :
    - land use (residential, commercial, recreational, open space, etc.)
    - service organization present:
      - merchants                      police
      - clinics                              post office
      - churches                          fire station
      - clubs
2. describe the historical significance of public holidays celebrated in Bermuda and how changes have resulted in more diverse celebrations **SS.P3.H1, SS.P3.H4**
  - identify & understand the importance of public holidays
  - school : seasonal celebration (timeline)
    - weather, redecorating, clothing
  - neighbourhood/community :
    - weather, redecorate, community activities celebrating holidays
    - majority & minority celebrations  
eg. Christmas, Kwanzaa, Ramadan, Chanuka
    - public & school celebrations
3. demonstrate awareness of Bermuda's diverse Heritage **SS.P3.H4**
  - school:
    - when and where first started
    - contribution of master teacher(s)
    - group house names and origins (sports)
    - school colours, motto, school song
  - neighbourhood:
    - e.g, if any of the following are present:
      - historical buildings, railway trail, places of interests
      - service/sport clubs, parks & playgrounds
  - people, celebrations, religions, architecture, dance, foods, writing, oral history

**Module Title:** Society and Culture

**Sequence Reference:** P3 SS-A

**Recommended  
Instructional Strategies:**

- build vocabulary
- student survey (graph, chart, timelines)
- picture cards/word cards/websites of prominent Bermudians
- mapping, KWL
- reading Bermudian stories/storytelling
- structured field trips
- demonstrations/simulations/one-page plays
- invite speakers in to read/demonstrate to students
- discussion question and answer/structured peer discussions
- after dinner conversations
- mapping/playing with scale
- Construct models/collages/photo essays/posters
- Historical Interviews
- Puppet plays
- Move to music
- Group work collaboration)
- Activity centres
- What happens next?

\* integrate with English Language Arts, Mathematics, the Arts & Health

**Recommended Formative  
Assessment Strategies:**

**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.**

- assign project
- interview former student
- interview community members
- draw a map of school, home, neighbourhood
- class participation/structured dialogue
- open ended tasks
- teacher observation
- large/small group
- project – diversity in celebrations/family/school/neighbourhood
- written assignment/journals
- describe how you feel about
- test
  - mapping
  - short story
  - stimulus
  - explaining/reflective
  - organizing information/data
- use rubrics to set standards for all activities.

**Module Title:** Society and Culture

**Sequence Reference:** P3 SS-A

## Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Project
- Oral tests
- Written Tests

\* use rubrics to set standards for all activities.

## Special Resources:

(materials, equipment & community involvement)

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• camera</li><li>• computer</li><li>• project material</li><li>• video camera</li></ul> | <ul style="list-style-type: none"><li>• biographies</li><li>• Gombey troupe</li><li>• Department of Community and Cultural Affairs</li><li>• Bermuda books</li><li>• music</li></ul> |
|---|--|

## References - Teacher:

- School History
- Cup Match Biographies
- Historic Landmark Building (by parish)
- Bermuda Connections kit
- BTC Directory
- Story books: Everybody Cooks Rice, Bright Eyes Brown Skin, Caribbean Dream
- How-to-book – Class Survey
- Leveled readers:
  - Letter to a Friend
  - We are all alike
  - History behind the holidays
  - Birthdays around the world

## References - Student:

- P3 reader –“A Bermuda Year”
- School Knowledge
- Student Knowledge

## Glossary:

- |                           |   |
|---------------------------|---|
| 1. <b>celebration</b>     | - something special is done to honour an event, example, a party.   |
| 2. <b>Culture</b>         | - a way of life; a society with its own customs and beliefs.  |
| 3. <b>Diversity</b>       | - variety   |
| 4. <b>ethnic</b>          | - refers to a particular race or culture that someone belongs to.   |
| 5. <b>heritage</b>        | - things that should be preserved because they are a link to the past.  |
| 6. <b>Historic</b>        | - important and likely to be remembered for a long time.  |
| 7. <b>Landmarks</b>       | - a place that helps you know where you are.  |
| 8. <b>neighbourhood</b>   | - an area or district.  |
| 9. <b>public holidays</b> | - a day or period off from work or school for most people   |
| 10. <b>race</b>           | - a large group of people who have the same ancestors and look the same in some ways, for example, in the colour of their skin or their hair. |

# M O D U L E - B

# SOCIAL STUDIES

**Module Title:** Politics and Laws - Citizenship

**Sequence Reference:** P3 SS-B

**Time allotted:** 10 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Goal & Subgoal Emphasis & Performance Strand

- 1.4                      Appreciation
- 3.1, 3.2, 3.4        Celebrate Diversity
- 4.1 - 4.3             Apply Social Studies Skills

### Civics (C)

Civics will allow the student to obtain the knowledge and skills necessary to participate in political life as a responsible and informed citizen committed to the further enhancement of democratic values both locally and globally.

### History (H)

History requires the student to understand how the past has influenced the present development of a country or region, including its values, beliefs, government and economy. This should enable the student to make viable predictions and develop understanding of multiple perspectives and cultures.

## Performance Statements & Essential Questions

### Civics:

**SS.P3.C1** The student will produce evidence that demonstrates their ability to understand why society needs rules, laws and governments and how power is acquired, used and justified.

**SS.P3.C2** The student will produce evidence that demonstrates their ability to understand how culture influences self-perception, national identity and the social and political characteristics of a country.

### History:

**SS.P3.H2** The student will produce evidence that demonstrates their ability to use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.

#### Possible Essential Questions:

- Why do we need rules at home, at school and in my neighbourhood?
- What rights do I have?
- How can I be a good citizen?
- What are some good citizenship habits?
- Why are symbols important?
- What do symbols tell us about a country?

<b>Module Title:</b> Politics and Laws	<b>Sequence Reference:</b> P3 SS-B
<b>Assessment Indicators:</b>	<b>Curriculum Objectives &amp; Content Detail:</b>
<p><b>SS.P3.C1a</b> Understand rights and responsibilities of individuals in relation to their social groups, e.g., family, peer group, school, class)</p> <p><b>SS.P3.C1b</b> Understand personal responsibility toward the public good</p> <p><b>SS.P3.C2a</b> Demonstrate awareness of Bermuda’s diverse culture</p> <p><b>SS.P3.C2b</b> Identify citizenship traits such as leadership, fair play, justice, empathy, respect, responsibility, volunteering, etc.</p> <p><b>SS.P3.C2c</b> Identify major symbols of Bermuda, e.g., coat of arms, motto, flag, national song/anthem, Bermudiana, cahow, longtail, cedar, olive wood and palmetto.</p> <p><b>SS.P3.H2a</b> Use context clues to gain meaning of key vocabulary words, terms and concepts</p> <p><b>SS.P3.H2b</b> Identify various sources for obtaining information</p> <p><b>SS.P3.H2c</b> Collect supporting evidence from primary sources</p> <p><b>SS.P3.H2d</b> Listen for information and dramatize (when applicable) meanings of key vocabulary terms.</p>	<ol style="list-style-type: none"> <li>1. examine current issues and determine their roles, rights and responsibilities as a public good <b>SS.P3.C1</b> <ul style="list-style-type: none"> <li>• Eg. Homelessness, high living costs, children’s rights, non-Bermudian workers, education, health, etc.</li> <li>• appropriate behaviour, follow and obeying rules in class, school, home and community</li> <li>• develop discussion &amp; research skills</li> </ul> </li> <li>2. identify significant Bermuda symbols and landmarks <b>SS.P3.C2</b> <ul style="list-style-type: none"> <li>• coat of arms, motto, flag, national song/anthem, Bermudiana flower, cahow (bird), cedar (tree), olive wood, palmetto, Sessions House and Senate</li> </ul> </li> <li>3. develop citizenship traits <b>SS.P3.H2, SS.P3.C2</b> <ul style="list-style-type: none"> <li>• leadership, fair play, justice, empathy, respect, responsibility for own actions</li> <li>• volunteering - nursing home, club or community/neighbourhood families</li> </ul> </li> </ol>

**Module Title:** Politics and Laws

**Sequence Reference:** P3 SS-B

**Recommended  
Instructional Strategies:**

**Recommended Formative  
Assessment Strategies:**

- dramatize positive scenarios
- role model appropriate behaviour, manners and rules
- visit from organizations to discuss community responsibilities
- display picture of the Premier, Senators and Member of Parliaments, flag, coat of arms, motto, national song, other symbols & landmarks
- draw and explain the importance of the flag, coat of arms, Bermudiana, etc.
- learn and understand motto and learn national song and create new meaningful versions & other song or poetry
- visit park or natural habitats- structured field trips
- have specific speakers to groups- hands on
- simple debating
- community project

\* integrate with ELA & the Arts

**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.**

- Historical interviews
- One page plays
- posters
- class participation
- teacher observation
- open ended tasks
- large/small groups
- project (thematic)
- tests
  - mapping
  - short story
  - stimulus
  - explaining/reflective

\* use rubrics to set standards for all activities.

Module Title: Politics and Laws

Sequence Reference: P3 SS-B

### Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Project
- Oral tests
- Written tests

\* use rubrics to set standards for all activities.

### Special Resources:

(materials, equipment & community involvement)

- camera
- computer
- guest speaker
- project material
- video
- posters
- Department of Communication and Information

### References - Teacher:

- Computer (Internet)
- www.gov.bm
- Music (National songs)
- Bermuda placemats with symbols
- Bermuda Resource Binder
- Bermuda poster map
- Newspapers & magazines
- CD Rom Bermuda Images
- Leveled reader:  
Who makes the rules?

### References - Student:

- P3 reader –“A Bermuda Year”
- Computer
- Student Knowledge
- Bermuda placemats with symbols

### Glossary:

1. **citizenship** – to belong officially to a country.
2. **issues** - a subject that people discuss.
3. **leadership** - the ability to direct and control a group of people.
4. **responsibility** - a job or duty that you are trusted to do.
5. **status** - someone’s position or rank in a society.
6. **symbols** - something that stands for something else.
7. **trait** - characteristic
8. **volunteer** - someone who offers to do something.



# M O D U L E - C

# SOCIAL STUDIES

**Module Title:** Economy and Technology-  
Economic Activities

**Sequence Reference:** P3 SS-C

**Time allotted:** 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Goal & Subgoal Emphasis & Performance Strand

- 1.5 Appreciation
- 2.6 Global Awareness
- 3.4 Celebrate Diversity
- 4.1 - 4.3 Apply Social Studies Skills
- 5.3 Interpret and Predict

### Economics (E)

Economics will provide the student with a basic understanding of local and global economic issues and the influence it can have on political and social aspects of a country or region.

### Geography (G)

Geography will give the student understanding of its three interrelated components- **subject matter** (the Earth), **skills** (asking & answering geographic questions; acquiring, organising & analysing geographic information) and **perspectives** (spatial & ecological).

## Performance Statements & Essential Questions

### Economics:

**SS.P3.E1** The student will produce evidence that demonstrates their ability to understand the economic development of a country or region and use this knowledge to make plausible predictions.

**SS.P3.E3** The student will produce evidence that demonstrates their ability to understand the role and influence of technology on commercial activity and quality of life.

### Geography:

**SS.P3.G2** The student will produce evidence that demonstrates their ability to use information on the physical and human features of places to define and study regions and their patterns of change.

### Possible Essential Questions:

- Why do we need money?
- What are the needs and wants of a country (Bermuda)?
- How are we influenced by other countries?
- How are our lives affected by technology?

**Module Title:** Economy and Technology

**Sequence Reference:** P3 SS-C

**Assessment Indicators:**

**Curriculum Objectives & Content Detail:**

**At the end of this module, students will:**

**SS.P3.E1a** Demonstrate the use and value of money as a means of exchange, e.g., direct purchase, describe U.S.A and Bermuda coins.

**SS.P3.E1b** Describe the importance of the farming, fishing and shipping industries in Bermuda.

**SS.P3.E3a** Describe how technology affects individuals and the community- less personal interaction and physical activity, broader choices, increased wants and advertising.

**SS.P3.G2a** Identify basic needs and resources of Bermuda, e.g., imports most of its needs and wants, sources of revenue (tourism, international business and taxes); natural resources (fish, agriculture, dairy).

1. demonstrate an understanding of the use and value of money as a means of exchange  
**SS.P3.E1**
  - value – usage for direct purchasing service
  - history of money, means of exchange
  - description of coins: American, Bermudian
2. identify basic needs and resources of Bermuda  
**SS.P3.G2**
  - needs to raise revenue by tourism, international business, taxes
3. describe the importance of the farming, fishing, shipping industry in Bermuda **SS.P3.E1**
  - natural resources - fish, agriculture, goods and supplies
  - farming – provide food seasonal crops (what, when, who where)
  - embargoes on imported foods
  - fishing – food types of fish
  - methods of fishing
  - control of industry
  - past: maritime, shipping, piracy, privateering, boating
  - lobster season (what, when, who, where)
4. describe how technology affects individuals and the community **SS.P3.E3**
  - influence of mass media on consumers
  - advertising
  - family activity
  - clothing
  - vocabulary
  - purchase materials for a hobby; household chores, tourism, fishing and farming
  - old & new modes of transportation

**Module Title:** Economy and Technology

**Sequence Reference:** P3 SS-C

**Recommended  
Instructional Strategies:**

- compare and contrast coins and notes.
- Look at dates
- discuss usage
- visit to monetary authority
- graphing active for value
- invite police in, to talk about money
- set up a shop in class
- discuss jobs that requires handling of money
- make list and pick the graph of items that cost \$1, \$5 etc.
- compare value of coins
- make a display of Bermuda money (coins/notes)
- visit a farm
- discuss farming – Garden in a Box/ Square Foot Gardening
- draw pictures of crops
- graph seasonal crops
- visit grocery stores
- make salad or soup
- have a fisherman come in
- picture of local fish (pelagic or demersal)
- graph types of fish location
- have student bring in advertisement (newspaper)
- discuss the advertisement
- have students list various types of mass media

\* integrate with English Language Arts & Mathematics

**Recommended Formative  
Assessment Strategies:**

**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.**

- have students identify coins and put values on them
- have students identify Bermuda and US coins
- have students list fruits and vegetables that are grown in Bermuda
- have students identify and name at least 6 fish found in Bermuda waters
- class participation
- teacher observation
- open ended tasks
- written assignment graded with rubric
- large/small group
- tests
  - multiple choice
  - short story
  - stimulus
  - explaining/reflective
- project (thematic)
- journal growth of their garden or the entire unit of study – understandings, questions, etc.

\* use rubrics to set standards for all activities.

**Module Title:** Economy and Technology

**Sequence Reference:** P3 SS-C

### Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Project
- Oral tests
- Written tests

\* use rubrics to set standards for all activities.

### Special Resources:

(materials, equipment & community involvement)

- calculators
- globes
- guest speakers
- maps
- project material
- BMA
- Internet
- Conservation Services
- BAMZ

### References - Teacher:

- Maps
- Newspapers
- Facts and Figures, Dept. of Statistics
- Money poster
- Leveled book – Money
- Learn-a-lots VHS – Dollars & Cents

### References - Student:

- Newspapers

### Glossary:

- 1. Consumer** - someone who buys and uses things.
- 2. cost** - the amount of money that has to be spent to buy or make something.
- 3. demand** - a request or need.
- 4. economy** - all the wealth a country creates through producing and selling goods, and the way wealth is used.
- 5. exchange** - to swap or to give one and take the other instead.
- 6. expense** - the sums of money you have to spend in order to live or do your job.
- 7. income** - the amount of money you earn.
- 8. industry** - the production of goods.
- 9. money** - wealth; means of exchange.
- 10. resource** - substances or qualities that you have and are able to use.
- 11. trade** - buying, selling or exchanging things or services.

# M O D U L E - D

# SOCIAL STUDIES

**Module Title:** Environment – Maps and the Physical Environment

**Sequence Reference:** P3 SS-D

**Time allotted:** 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Goal & Subgoal Emphasis & Performance Strand

- 1.3, 1.5      Appreciation of Bermuda
- 2.3            Global Awareness
- 4.1 - 4.3     Apply Social Studies Skills
- 5.3            Interpret and Predict

### Geography (G)

Geography will give the student understanding of its three interrelated components- **subject matter** (the Earth), **skills** (asking & answering geographic questions; acquiring, organising & analysing geographic information) and **perspectives** (spatial & ecological).

## Performance Statements & Essential Questions

### Geography:

**SS.P3.G1** The student will produce evidence that demonstrates their ability to use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.

**SS.P3.G4** The student will produce evidence that demonstrates their ability to apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for a sustainable future.

### Possible Essential Questions:

- Where are things located?
- Why are things located where they are?
- How do landforms change?

**Assessment Indicators:**

**Curriculum Objectives & Content Detail:**

**At the end of this module, students will:**

**SS.P3.G1a** Create and interpret simple maps of the community using 4 basic cardinal directions, basic symbols and keys.

**SS.P3.G1b** Describe the land forms of Bermuda, e.g., bay, hills, caves, channel, cliffs, cove, dune, island, ocean, beach, pond.

**SS.P3.G1c** Name the bodies of water and bridges in Bermuda

**S.P3.G1d** Identify and locate the parishes and capital city on a Bermuda map.

**SS.P3.G1e** Use knowledge of physical geography to make wise decisions on land use, transportation, settlement, etc.

**SS.P3.G4a** Describe how physical environment influences human activities, e.g., weather, ocean, beach, reefs, trees, plants, marshes/swimming, boating, fishing, picnics, field games, gardening.

**SS.P3.G4b** Demonstrate understanding of citizens’ responsibility to the local environment, e.g., proper disposal of litter, recycling, beautification of our private and public spaces, awareness of sustainability.

1. create and interpret simple maps of the community using 4 basic cardinal directions, basic symbols and keys **SS.P3.G1**
  - north-south; east-west
  - give the location of a place using the cardinal directions
2. identify and describe major landforms and water bodies in Bermuda **SS.P3.G1**
  - describe the landforms of our islands:
    - volcanic origins
    - roads, caves, cliffs, coast, land, ocean, pond, beach, hill, sand, seashore
  - understand the location of landforms- on the ground & underground; above sea level or underwater
  - name bodies of water and bridges
  - symbols of basic land forms
3. identify and locate the parishes and capital city on a Bermuda map **SS.P3.G1**
  - form a key for maps
  - locate own parish/community in relation to other parishes name and parishes in Bermuda
  - Places: Devonshire, Pembroke, Paget
  - Devonshire marsh, Arboretum
  - Hamilton City landmarks (City Hall, Sessions House, Cabinet, General Post Office, Youth Library, Fort Hamilton)
  - Botanical Gardens, Camden, Paget Marsh
4. describe how physical environment influences human activities **SS.P3.G4**
  - weather
  - sea/water
  - beach, dune, coast, marine creatures/objects (conch, mussels, etc.)
  - reef
  - trees, plants, marshes
5. demonstrate understanding of their responsibility to the local environment **SS.P3.G4**
  - litter
  - rock watches – limestone/sedimentary, volcanic
  - recycling, reuse, repair
  - reforestation of the cedar tree
  - marine, land and air
  - school environmental project- garden, recycling, etc.



<b>Module Title:</b> Environment	<b>Sequence Reference:</b> P3 SS-D
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<ul style="list-style-type: none"> <li>• demonstrate and practice with compass points</li> <li>• find directions using compass</li> <li>• use map of Bermuda - locate parishes (all nine)</li> <li>• visit marsh land – hands on</li> <li>• draw map/model to sensitize students to coast lines &amp; shapes of landforms</li> <li>• locate and explain function of bridges</li> <li>• visit Tyne’s Bay Incinerator</li> <li>• invite KBB in to talk about recycling</li> <li>• visit Tulo Valley and/or Botanical Gardens</li> <li>• classmates meet and choose a project. Chart how to achieve this goal</li> <li>• visit the Aquarium</li> </ul> <p>* Integrate with English Language Arts, Mathematics and Science</p>	<p><b>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</b></p> <ul style="list-style-type: none"> <li>• have students draw and label compass 4 major points</li> <li>• label parishes on map of Bermuda</li> <li>• label 4 bridges on the maps of Bermuda</li> <li>• list items that are recycled in Bermuda</li> <li>• label trees found in Bermuda</li> <li>• class participation</li> <li>• teacher observation</li> <li>• open ended tasks</li> <li>• large/small groups</li> <li>• project (thematic)</li> <li>• tests <ul style="list-style-type: none"> <li>- mapping</li> <li>- short story</li> <li>- stimulus</li> <li>- explaining/expository</li> </ul> </li> </ul> <p>* use rubrics to set standards for all activities.</p>

Module Title: Environment

Sequence Reference: P3 SS-D

### Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Projects
- Oral tests
- Written tests

\* use rubrics to set standards for all activities.

### Special Resources:

(materials, equipment & community involvement)

- environmentalist
- project material
- compass
- reversible wall map – show location of Bermuda

### References - Teacher:

- Bermuda wall map poster
- CD ROM Communities Here & There
- BTC Directory
- Videos, dvds
- www.addresses.gov.bm
- Unitedstreaming
- Leveled books:
  - Mountains
  - Mount St. Helens

### References - Student:

- Student Knowledge
- Bermuda Maps - outline
- Bermuda placemat
- Block Buddy Atlas – Nystrom
- Bermuda map outline

### Glossary:

1. **capital city** - a city in a country where its government is based.
2. **cardinal directions** - the four main points of the compass: north, south, east & west.
3. **environment** - one's surroundings; all the things that make up the natural world around us, such as, air, land, sea, animals and plants.
4. **key** - illustrated explanation of a map's symbols or colours.
5. **landform** - a natural feature of the surface of the Earth.
6. **ocean** - the salt water that covers most of the Earth's surface: Atlantic, Pacific, Indian, Arctic and Southern.

# *A Teacher's Guide*

*To*

*The Bermuda Primary Social Studies*

*Book 3*

*A Bermuda Year*

### **Suggestions on how to use the Books:**

Pictures and dialogue are very important in the learning of the lower primary student. These books have not been designed to teach the curriculum objectives in the sequence they appear in the curriculum document. The books tell a story to maintain interest. However, all of the curriculum objectives that the primary one, two and three teachers are responsible for are covered in the stories. A lesson can be centered on one, two or more pages. The questions in the red lettering are there to assist the teacher in developing the Social Studies conceptual understandings that the students need to have to set the foundation for future learning. It is also important to note that these books can be used in the teaching and learning of other subjects at these three levels.

The teacher will:

- read the entire story through with the students before using it as an instructional tool.

The teacher will let the students:

- make connections & share their own experiences
- look at the pictures
- brainstorm on what the pictures are about
- share their ideas in pairs than with the whole group
- discuss their ideas with the teacher facilitating
- hear you read the words in black lettering and draw attention to the main Social Studies concepts
- use the pictures and word cues to think about meaning, do not tell them the meaning prior to their own thinking. They can figure it out!
- use the Bermuda map on the pages to reinforce Bermuda's shape, parish names and sequence and location of landmarks
- share and discuss the relevance and importance of the factoids at the bottom of some of the pages
- use the pictures to write, art work, role play, etc.
- use the pictures as preparation for a field trip

**Many of the pictures in the book are on your school's shared folder and on P. Callender's webpage!  
See [www.moed.bm](http://www.moed.bm).**

## ESSENTIAL SOCIAL STUDIES SKILLS

### A Planning Tool

Regardless of the content that needs to be taught, certain skills that are fundamental to social studies education need to be developed. They are:

#### 1. Data-gathering skills. Learning to:

- Acquire information by observation
- Locate information from a variety of sources
- Compile, organize and evaluate information
- Extract and interpret information
- Communicate orally and in writing

#### 2. Intellectual skills. Learning to:

- Compare things, ideas, events and situations on the basis of similarities and differences
- Classify or group items in categories
- Ask appropriate and searching questions
- Draw conclusions or inferences from evidence
- Arrive at general ideas
- Make sensible predictions from generalizations

#### 3. Decision-making skills. Learning to:

- Consider alternative solutions
- Consider the consequences of each solution
- Make decisions and justify them in relationship to democratic principles
- Act, based on those decisions

#### 4. Interpersonal skills. Learning to:

- See things from the point of view of others
- Understand one's own beliefs, feelings, abilities, and shortcomings and how they affect relationships with others
- Use group generalizations without stereotyping and arbitrarily classifying individuals
- Work effectively with others as a group member
- Give and receive constructive criticism
- Accept responsibility and respect the rights and property of others+

Adapted from Lindquist, Tarry. (2002) Seeing the Whole Through Social Studies; 2<sup>nd</sup> ed. Portsmouth, New Hampshire: Heinemann.

## P3 Suggested Strategies:

1. Organized Discussions help build social skills. They familiarize students with:
  - conversation rules
  - positive social behaviours
  - effective listening
  - directing questions to the speaker's specific statements/opinions
  - the importance of justifying their agreements or disagreements
  - the oral skills needed for debating
  - opportunities to think, problem solve & make decisions
  - conversing in character (historical/community)
2. similar & different
3. cause & effect
4. interpret pictures, map & data
5. acting out scenarios – simulations, one page plays
6. sequence & relationships – timelines, flow charts, etc.
7. collaboration – group work
8. painting or drawing with a specific purpose
9. mapping – sense of location & space
10. models
11. writing with a purpose – descriptive, retelling, explaining, what happens next? poetry, song writing
12. different points of view – perspective, writing from the perspective of a historical character
13. personalize events
14. surveys
15. ABC charts (on specific topic)

## Example:

Use pictures to develop understanding of concepts & develop thinking & dialogue. (P.26)



What story is the picture telling?

How is this story connected to me?

### Bermuda Symbols

What is this symbol called?

Why is this symbol significant?



## Example:

touch  
observe  
discuss  
share (p.42)



How can traditions  
be passed on?

What are traditions?

Should all traditions  
be passed on?

### BERMUDA CELEBRATIONS

- What is the name of the object in the picture?
- During which part of the year would we normally see this object?
- What does it represent?
- What is unique about this object that makes it Bermudian?





## ***Primary 3 Book: A Bermuda Year***

Please refer to the curriculum for content detail

(The teacher is free to use any other alignment possibilities that he or she may see.)

Page #	Performance Standard	Assessment Indicator	Curriculum Objective A=Module A; B=Module B C=Module C; D=Module D
<b>HISTORY</b>			
5, 6, 7, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 53, 54, 57	<b>SSH1</b> The students will produce evidence that demonstrates their ability to organise information chronologically and understand the sequence and relationship of events.	<b>SS.P3.H1a</b> Create or use a simple timeline or graphic organiser <b>SS.P3.H1b</b> Place information in proper sequence, e.g., order of occurrence  [organizes information, recognizes connections]	<b>P3A2</b> describe the historical significance of public holidays celebrated in Bermuda and how changes have resulted in more diverse celebrations
3, 4, 10, 29, 30, 31, 39, 41, 43, 49, 50, 56, 60, 64	<b>SSH2</b> The student will produce evidence that demonstrates their ability to use historical vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.	<b>SS.P3.H2a</b> Use context clues to gain meaning of key vocabulary words, terms and concepts <b>SS.P3.H2b</b> Identify various sources for obtaining information <b>SS.P3.H2c</b> Collect supporting evidence from primary sources <b>SS.P3.H2d</b> Listen for information and dramatise (when applicable) meanings of key vocabulary terms.  [uses and understands social studies vocabulary and concepts and multi-media; simple research and decision-making]	<b>P3B3</b> develop citizenship traits

Page #	Performance Standard	Assessment Indicator	Curriculum Objective A=Module A; B=Module B C=Module C; D=Module D
3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 34, 35, 38, 39, 40, 41, 42, 44, 45, 47, 51, 52, 53, 54, 55, 58, 59, 62, 63, 64	<b>SSH4</b> The student will produce evidence that demonstrates their ability to understand how social, economic and political institutions of a country or region are influenced by the dominant culture and ideas.	<b>SS.P3.H4a</b> Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behaviour of people, e.g., local songs, stories, school events, neighbourhood culture, school and public holidays, the Caribbean, African, British and Portuguese influences  [cultural influences on literature, the Arts and behaviours]	<b>P3A1</b> recognise and describe the diverse culture of schools and neighbourhoods <b>P3A2</b> describe the historical significance of public holidays celebrated in Bermuda and how changes have resulted in more diverse celebrations <b>P3A3</b> demonstrate awareness of Bermuda’s diverse Heritage
<b>GEOGRAPHY</b>			
3, 34, 49, 63	<b>SSG1</b> The student will produce evidence that demonstrates their ability to use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.	<b>SS.P3.G1a</b> Create and interpret simple maps of the community using 4 basic cardinal directions, basic symbols and keys. <b>SS.P3.G1b</b> Describe the land forms of Bermuda, e.g., bay, hills, caves, channel, cliffs, cove, dune, island, ocean, beach, pond. <b>SS.P3.G1c</b> Name the bodies of water and bridges in Bermuda <b>SS.P3.G1d</b> Identify and locate the parishes and capital city on a Bermuda map. <b>SS.P3.G1e</b> Use knowledge of physical geography to make wise decisions on land use, transportation, settlement, etc.  [use geography tools and skills to interpret maps, locate and decision-making]	<b>P3D1</b> create and interpret simple maps of the community using 4 basic cardinal directions, basic symbols and keys  <b>P3D2</b> identify and describe major landforms and water bodies in Bermuda  <b>P3D3</b> identify and locate the parishes and capital city on a Bermuda map

Page #	Performance Standard	Assessment Indicator	Curriculum Objective A=Module A; B=Module B C=Module C; D=Module D
31, 33, 35, 36, 37	<b>SSG2</b> The student will produce evidence that demonstrates their ability to use information on the physical and human features of places to define and study regions and their patterns of change.	<b>SS.P3.G2a</b> Identify basic needs and resources of Bermuda, e.g., imports most of its needs and wants, sources of revenue (tourism, international business and taxes); natural resources (fish, agriculture, dairy).  [geographic influences on the economy]	<b>P3C2</b> identify basic needs and resources of Bermuda
9, 10, 11, 13, 25, 34, 35, 36, 37, 38, 41, 43, 45, 46, 47, 52, 56, 58, 59	<b>SSG4</b> The student will produce evidence that demonstrates their ability to apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for a sustainable future.	<b>SS.P3.G4a</b> Describe how physical environment influences human activities, e.g., weather, ocean, beach, reefs, trees, plants, marshes/swimming, boating, fishing, picnics, field games, gardening. <b>SS.P3.G4b</b> Demonstrate understanding of citizens' responsibility to the local environment, e.g., proper disposal of litter, recycling, beautification of our private and public spaces, awareness of sustainability.  [use geographic knowledge to make predictions]	<b>P3D4</b> describe how physical environment influences human activities <b>P3D5</b> demonstrate understanding of their responsibility to the local environment
<b>CIVICS</b>			
10, 13, 16, 17, 56, 64	<b>SSC1</b> The student will produce evidence that demonstrates their ability to understand why society needs rules, laws and governments and how power is acquired, used and justified..	<b>SS.P3.C1a</b> Understand rights and responsibilities of individuals in relation to their social groups (e.g., family, peer group, school, class) <b>SS.P3.C1b</b> Understand personal responsibility toward the public good  [social responsibility]	<b>P3B1</b> examine current issues and determine their roles, rights and responsibilities as a public good

Page #	Performance Standard	Assessment Indicator	Curriculum Objective A=Module A; B=Module B C=Module C; D=Module D
<p>3, 4, 7, 8, 10, 19, 23, 24, 25, 29, 30, 40, 49, 50, 56, 58, 59, 62, 63, 64</p> <p>Business Leaders: 6, 31, 33, 35, 55 Educators: 8 Farmers: 35 Foods: 21, 23, 35, 40 Gombey leaders: 24 Historical individuals: 12 Organizations: 10, 38, 44, 49 Political: 30 Religious: 18, 19 Sports: 5, 25, 47, 52 Symbols: 26, 27, 28, 39, 43, 57 Union leaders: 7 Veterans: 17</p>	<p><b>SSC2</b> The student will produce evidence that demonstrates their ability to understand how culture influences self-perception, national identity and the social and political characteristics of a country.</p>	<p><b>SS.P3.C2a</b> Demonstrate awareness of Bermuda’s diverse culture <b>SS.P3.C2b</b> Identify citizenship traits such as leadership, fair play, justice, empathy, respect, responsibility, volunteering, etc.</p> <p>[diversity and citizenship]</p> <p><b>SS.P3.C2c</b> Identify major symbols of Bermuda, e.g., coat of arms, motto, flag, national song/anthem, Bermudiana, cahow, longtail, cedar, olive wood and palmetto.</p> <p>[Bermuda symbols]</p>	<p><b>P3B2</b> identify significant Bermuda symbols</p> <p><b>P3B3</b> develop citizenship traits</p>
<b>ECONOMICS</b>			
<p>6, 31, 33, 35, 55</p> <p>6, 31, 33, 34, 35, 36, 37, 55</p>	<p><b>SSE1</b> The student will produce evidence that demonstrates their ability to understand the economic development of a country or region and use this knowledge to make plausible predictions.</p>	<p><b>SS.P3.E1a</b> Demonstrate the use and value of money as a means of exchange, e.g., direct purchase, describe U.S.A and Bermuda coins.</p> <p>[use of money]</p> <p><b>SS.P3.E1b</b> Describe the importance of the farming, fishing and shipping industries in Bermuda.</p> <p>[economic development]</p>	<p><b>P3C1</b> demonstrate an understanding of the use and value of money as a means of exchange</p> <p><b>P3C3</b> describe the importance of the farming, fishing, shipping industry in Bermuda</p>
<p>3, 9, 30, 31, 32, 33, 34, 36, 52, 53, 55, 57, 59, 60, 61, 63</p>	<p><b>SSE3</b> The student will produce evidence that demonstrates their ability to understand the role and influence of technology on commercial activity and quality of life.</p>	<p><b>SS.P3.E3a</b> Describe how technology affects individuals and the community, e.g. less personal interaction and physical activity, broader choices, increased wants and advertising.</p> <p>[influence of technology]</p>	<p><b>P3C4</b> describe how technology affects individuals and the Community</p>

## **Suggested Topics and Concepts:**

capital city  
celebration  
citizenship  
culture  
current issues

directions  
diversity

economy  
environment

heritage  
holidays  
human activity

industry  
interpretation

key

landforms

map


parish  
physical environment  
public good

resources  
responsibility  
rights

sequence  
symbols

technology

## Example:



How technology effects individuals & the community (P3C4)

How did people communicate in the past?

How do people communicate today?

Interview family members!

### Effects of Technology

What is technology?  
How has technology changed over the years?  
How does it effect your life?  
How has technology changed life in Bermuda ?

**SOCIAL STUDIES AT THE CENTRE**

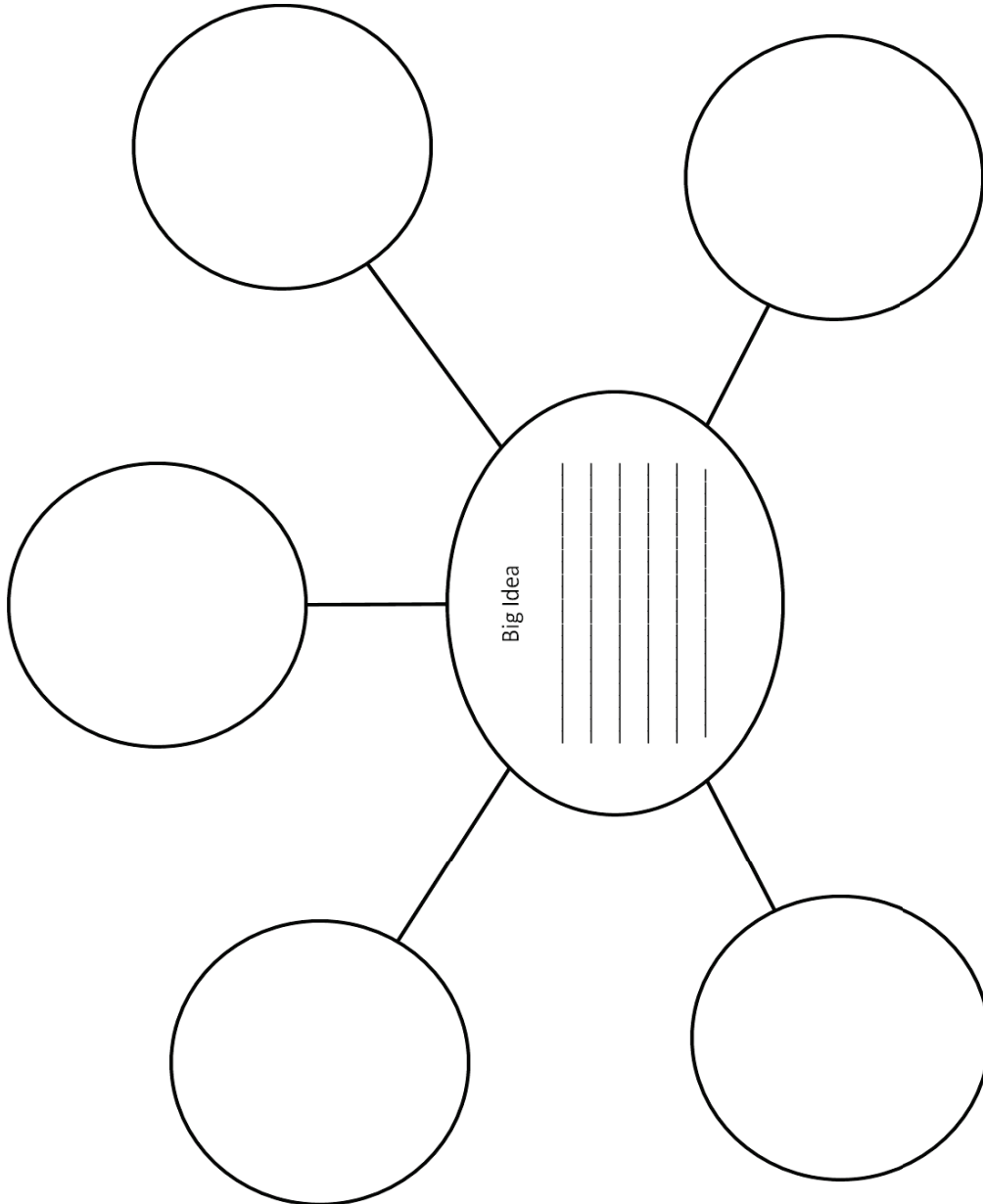
**Social Studies Module:** \_\_\_\_\_

**Using the books to make connections with Social Studies and:**

English Language Arts  
Health Education  
Music

Mathematics  
Information Technology  
Visual Arts

Science  
Physical Education



# PLANNING CHECKLIST

I HAVE:

- IDENTIFIED THE SOCIAL STUDIES CURRICULUM OBJECTIVES THAT WILL PROVIDE THE CONTENT
- INCLUDED CURRICULUM OBJECTIVES FROM OTHER DISCIPLINES
- USED THE CHOSEN OBJECTIVES TO DEVELOP A BIG IDEA OR THEME TO FOCUS MY PLANNING
- IDENTIFIED WHAT STUDENTS SHOULD KNOW, UNDERSTAND & DO
- DETERMINED HOW I WILL KNOW THEY KNOW, UNDERSTAND & CAN DO
- DESIGNED LEARNING OPPORTUNITIES THAT WILL ENSURE THEY MASTER THE IDENTIFIED KNOWLEDGE, UNDERSTANDINGS & APPLICATIONS.



## PRIMARY 3 SOCIAL STUDIES

(It is important to note that the performance standards do not have to be limited to the modules indicated below but application can be provided wherever the opportunity is presented, eg. H2 is applicable throughout.)

The teacher has created learning opportunities so the student can -

### **Module A - Society and Culture:**

- H1 Recognize sequence of events
- H1 Organize information sequentially
- H5 Demonstrate an awareness of the diversity of school cultures
- H5 Demonstrate an awareness of the diversity of neighbourhood cultures
- H5 Understand the historical significance of the public holidays celebrated in Bermuda
- H5 Explain the changes that have happened overtime to diversify Bermuda's Celebrations
- H5 Demonstrate awareness of Bermuda's diverse heritage in regard to their school, neighbourhood environment and culture
- H5 Recognize how culture is communicated in language, stories, celebrations, music, art and dance

### **Module B - Politics and Law:**

- H2 Gather information from various sources
- H2 Understand fact from opinion
- H2 Use the language of the subject in their speaking and writing
- H2 Use various methods to express their understandings
- C1 Examine and develop opinions on current issues
  
- C1 Recognize their roles, rights and responsibilities as a citizen
- C1 Understand their responsibility toward the public good
- C2 Demonstrate the behaviour of a good citizen
- C6 Identify significant Bermuda symbols and landmarks

### **Module C - Economy and Technology:**

- G2 Understand how Bermuda meets its basic needs - food, clothing, shelter, water, health, education
- G2 Identify Bermuda's resources - revenue, main industries, people and environment
- E1 Demonstrate an understanding of the use and value of money
- E1 Understand the historical representations of money, eg. tobacco, shells, etc.
- E1 Recognize Bermudian and American coins
- E2 Explain the changes to the farming and fishing industries overtime in Bermuda
- E2 Understand the importance of the shipping industry to Bermuda
- E6 Describe the affects technology has had on individuals and the community

### **Module D - Environment:**

- G1 Use the 4 cardinal directions, basic symbols and keys
- G1 Create and interpret simple maps
- G1 Describe Bermuda's volcanic origins
- G1 Identify, draw or model and describe Bermuda's landforms

- G1** Identify bodies of water in Bermuda
- G1** Locate and identify bridges in Bermuda
- G1** identify and locate the 9 parishes of Bermuda
- G1** identify and locate the capital city
- G1** recognize and locate the places in the P1 and P2 curriculum
- G1** recognize and locate Devonshire marsh, Arboretum, City Hall, Sessions House, Cabinet, General Post Office, Youth Library, Fort Hamilton, Botanical Gardens, Camden and Paget Marsh
- G4** describe how the physical environment influences human activity (geographical influences)
- G4** demonstrate their understanding of their responsibility to the environment (problem-solve)

## Studying Personalities

*Essential Questions:*

Who are they?

What did they do?

Why was it important then?

How is it connected to me now?

## Useful Websites

<a href="http://www.moed.bm">www.moed.bm</a>	Ministry of Education information (curriculum Library & teacher resources)
<a href="http://www.gov.bm">www.gov.bm</a>	all Bermuda Government Ministries & Departments
<a href="http://www.communityandculture.bm">www.communityandculture.bm</a>	Community & Cultural Affairs (dvds, cultural events & info)
<a href="http://educationalminimovies.com/">http://educationalminimovies.com/</a>	movies contain animations, cartoons & live action footage
<a href="http://video.nationalgeographic.com/video/player/">http://video.nationalgeographic.com/video/player/</a>	national geographic videos
<a href="http://www.amnesty.org/en/region/bermuda">www.amnesty.org/en/region/bermuda</a>	Amnesty International
<a href="http://www.bermudabiographies.bm">www.bermudabiographies.bm</a>	Bermuda Biographies
<a href="http://www.bermudalaws.bm">www.bermudalaws.bm</a>	Bermuda laws
<a href="http://www.bermudamaps.bm">www.bermudamaps.bm</a>	layered Bermuda map
<a href="http://www.bermudamasterworks.com">www.bermudamasterworks.com</a>	Bermuda Historical art etc.
<a href="http://www.bermuda-online.org">www.bermuda-online.org</a>	miscellaneous info on Bermuda
<a href="http://www.bermudayp.com">www.bermudayp.com</a>	Bermuda yellow pages (includes a Bermuda map)
<a href="http://www.bios.edu">www.bios.edu</a>	Bermuda Institute of Ocean Sciences (BIOS Explorer Programme)
<a href="http://www.bma.bm">www.bma.bm</a>	Bermuda Monetary Authority
<a href="http://www.bmm.bm">www.bmm.bm</a>	Bermuda Maritime Museum
<a href="http://www.bng.bm">www.bng.bm</a>	Bermuda National Gallery
<a href="http://www.bnt.bm">www.bnt.bm</a>	Bermuda National Trust (Axis Education Programme)
<a href="http://www.buei.org">www.buei.org</a>	Bermuda Underwater Exploration Institute
<a href="http://www.businessbermuda.org">www.businessbermuda.org</a>	info on Bermuda as an international financial centre
<a href="http://www.bzs.bm">www.bzs.bm</a>	Bermuda Aquarium, Museum & Zoo
<a href="http://www.caricom.org">www.caricom.org</a>	Caribbean Community
<a href="http://www.citizenshipfoundation.org.uk">www.citizenshipfoundation.org.uk</a>	info on traits and actions of a good citizen
<a href="http://www.curb.bm">www.curb.bm</a> or <a href="http://www.uprootingracism.org">www.uprootingracism.org</a>	information on race relations in Bermuda
<a href="http://www.elections.gov.bm">www.elections.gov.bm</a>	information on Bermuda's election process
<a href="http://www.euo.dk/euo/en/">www.euo.dk/euo/en/</a>	European Union Organization
<a href="http://www.fia.bm">www.fia.bm</a>	Financial Intelligence Agency Bermuda
<a href="http://www.gotobermuda.com">www.gotobermuda.com</a>	Bermuda tourism info
<a href="http://www.hrc.bm">www.hrc.bm</a>	Human Rights Commission
<a href="http://www.kbb.bm">www.kbb.bm</a>	Keep Bermuda Beautiful
<a href="http://www.ncrel.org/engauge">www.ncrel.org/engauge</a>	IT integration information
<a href="http://www.ncss.org">www.ncss.org</a>	professional organization for social studies
<a href="http://www.neok12.com/">www.neok12.com/</a>	educational videos, lessons & games
<a href="http://www.oecd.org/document/">www.oecd.org/document/</a>	Organization for Economic Co-operation & Development
<a href="http://www.p21.org">www.p21.org</a>	information on 21 <sup>st</sup> century skills
<a href="http://www.sdbermuda.gov.bm">www.sdbermuda.gov.bm</a>	Dept. of Sustainable Development
<a href="http://www.statistics.gov.bm">www.statistics.gov.bm</a>	Dept. of Statistics
<a href="http://www.stgeorgesfoundation.org">www.stgeorgesfoundation.org</a>	Information on St. George's
<a href="http://www.un.org/en/rights/">www.un.org/en/rights/</a>	United Nations Organization
<a href="http://www.watchknowlearn.org/default.aspx">www.watchknowlearn.org/default.aspx</a>	a collection of teacher-recommended videos
<a href="http://www.weather.bm">www.weather.bm</a>	Bermuda's weather

