

# Primary School Curriculum

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## Social Studies (SS) Primary 2 2007

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(supporting materials in document modified in 2012)

MINISTRY OF EDUCATION  
Bermuda  
2007



## SOCIAL STUDIES PHILOSOPHY

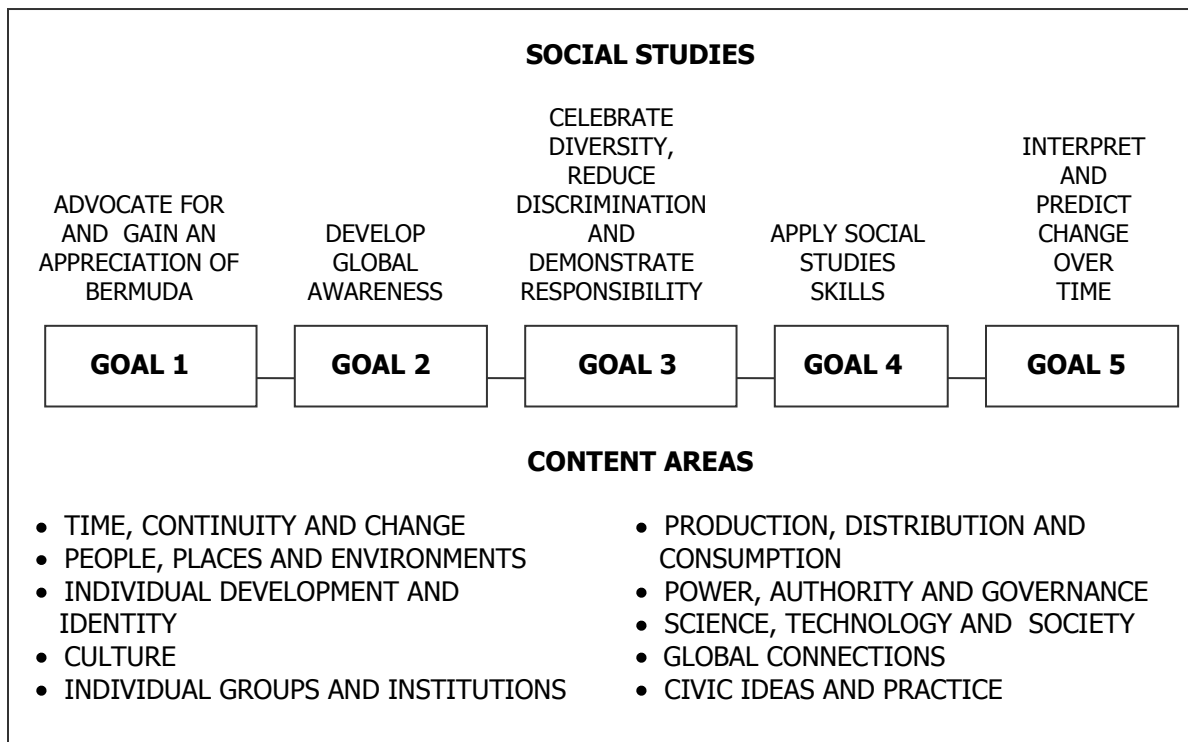
In social studies, content knowledge is used to foster positive attitudes, including a focus on democratic government, the dignity and worth of the individual and the equality of opportunity. The overall mission is to prepare students for productive, responsible citizenship. This is achieved through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



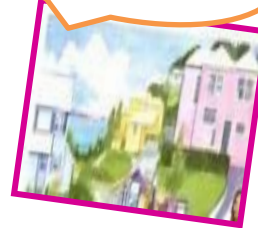
My Family



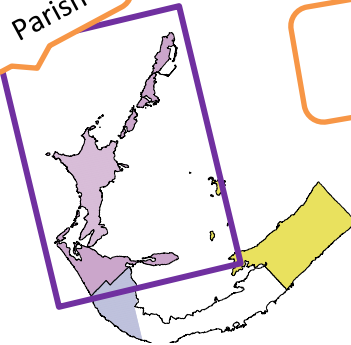
My School



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.

P2 Phonics, Spelling & Vocabulary	P2 Reading	P2 Writing	P2 Speaking & Listening
<ul style="list-style-type: none"> <li>• build and use collections of interesting and significant words.</li> <li>• Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Choose interesting words and phrases, e.g. in describing people and places.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Read and respond to question words, e.g. what, where, when, who, why.</li> <li>• Read and follow simple instructions, e.g. in a recipe.</li> <li>• Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Find answers to questions by reading a section of text.</li> <li>• Find factual information from different formats, e.g. charts, labeled diagrams.</li> <li>• Show some awareness that texts have different purposes.</li> <li>• Explore a variety of non-fiction texts on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in clear sentences using capital letters, full stops and question marks.</li> <li>• Use past and present tenses accurately but not always consistently.</li> <li>• Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.</li> <li>• Begin to vary sentence openings, e.g. with simple adverbs.</li> <li>• Use a variety of simple organizational devices in non-fiction, e.g. headings, captions.</li> <li>• Begin to re-read own writing for sense and accuracy.</li> <li>• Write instructions and recount events and experiences.</li> <li>• Use simple non-fiction texts as a model for writing.</li> <li>• Make simple notes from a section of non-fiction texts, e.g. listing key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate clearly so that others can hear.</li> <li>• Vary talk and expression to gain and hold the listener's attention.</li> <li>• Attempt to express ideas precisely, using a growing vocabulary.</li> <li>• Listen carefully and respond appropriately, asking questions of others.</li> <li>• Demonstrate attentive listening and engage with another speaker.</li> <li>• Extend experiences and ideas through role-play.</li> <li>• Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.</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)

Daily Life in Bermuda London, U.K.: Macmillan, 2007

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

Block Buddy Atlas. Chicago, Illinois: Nystrom, 2002

## PHASE A OUTLINE

<b>P1</b>	<b>P2</b>	<b>P3</b>
<b>Module Titles A - D</b>	<b>Modules Titles A - D</b>	<b>Modules Titles A - D</b>
<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>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>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>- behaviours</li> <li>- responsibilities</li> <li>- school purpose</li> <li>- school neighbourhood</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>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>- money use</li> <li>- Bermuda coins</li> <li>- occupations</li> <li>- daily technology</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>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>- 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>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>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 ..... 4	Optional Weeks ..... 4	Optional Weeks ..... 4
Total Weeks ..... 36	Total Weeks ..... 36	Total Weeks ..... 36

# M O D U L E - A

# SOCIAL STUDIES

<p><b>Module Title:</b> Society and Culture - <b>Similar and Different</b></p>	<p><b>Sequence Reference:</b> P2 SS-A</p>																					
	<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 type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <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> </tr> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p><b>Time allotted:</b> 10 weeks</p>																						
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.4      Appreciation of Bermuda</li> <li>• 2.1                      Global Awareness</li> <li>• 3.1, 3.2, 3.4      Celebrate Diversity</li> <li>• 4.1 - 4.3              Apply Social Studies Skills</li> <li>• 5.1, 5.2, 5.3      Interpret and Predict</li> </ul>	<p style="text-align: center;"><b>Content Focus:</b></p> <ul style="list-style-type: none"> <li>• Time, Continuity Change</li> <li>• Culture</li> <li>• Individual Development &amp; Identity</li> <li>• Individual Groups &amp; Institutions</li> <li>• Civic Ideas &amp; Practices</li> </ul>																					
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>																					
<p><b>At the end of this module, students will:</b></p> <p><b>P2A1</b> describe differences and similarities between individual needs and wants <b>SSH2</b></p> <p><b>P2A2</b> describe changes in their lives that reflect the diversity of the classroom and community <b>SSH1</b></p> <p><b>P2A3</b> explore the relationship between what is good for all families to what is not good <b>SSC2</b></p> <p><b>P2A4</b> identify contributions that various groups have historically made to a community <b>SSC2</b></p>	<ul style="list-style-type: none"> <li>• basic needs: food, housing, clothing, water, education, healthcare</li> <li>• wants – toys, games, junk food, etc.</li> <li>• birth, death, moving house, changing schools, changing jobs, divorce, illness, drug/alcohol dependency, celebrations</li> <li>• love each other, care for each other, play together, work together, help each other, support each other, parents develop children’s behaviour, values, morals, character</li> <li>• violence, selfishness, drug dependency, etc.</li> <li>• Bermudian, British, Azorean, North American (USA/Canada inclu. Native American) West Indian/African, Women</li> <li>• Azores-: Onions</li> <li>• Bermudian-: Cod Fish and Potatoes</li> <li>• British-: Christmas Pudding</li> <li>• West Indian-: Peas and Rice, Cassava</li> </ul>																					
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<b>Module Title:</b> Society and Culture	<b>Sequence Reference:</b> P2 SS-A
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<ul style="list-style-type: none"> <li>• Present labelled pictures of things to students. Have students put them in two categories wants/needs.</li> <li>• Discuss changes using photo and pictures – babies birth, death, moving, celebrations.</li> <li>• Use photos/pictures to make a collage of families doing different activities.</li> <li>• Discuss families; make a chart to show what is good and not good between families i.e. number of persons, members, religion etc.</li> <li>• Neighbourhood walks – looking for churches, schools businesses, farmland people in the neighbourhood etc.</li> </ul>	<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>• class participation</li> <li>• teacher observation</li> <li>• group work</li> <li>• open ended tasks</li> <li>• tests: <ul style="list-style-type: none"> <li>- quiz[basic spelling, short sentences] <ol style="list-style-type: none"> <li>1. house</li> <li>2. school</li> </ol> </li> </ul> </li> <li>• portfolio <ul style="list-style-type: none"> <li>- geography <ol style="list-style-type: none"> <li>I. region</li> <li>II. movement</li> <li>III. place</li> <li>IV. environment</li> <li>V. people</li> </ol> </li> </ul> </li> <li>• written assignment</li> </ul>

<b>Module Title:</b> Society and Culture	<b>Sequence Reference:</b> P2 SS-A
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**Summative Assessment:**

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

- Exhibit/portfolio
- Test

**Special Resources:**  
(materials, equipment & community involvement)

- globes
- senior citizens
- Statistics Department
- camera
- video

<b>References - Teacher:</b>	<b>References - Student:</b>
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- Picture File
- Charts
- Pictorial Maps
- Stories about Neighbourhoods
- Stories about Bermudian People
- Benchmark books
- Bermuda Connections Kit

- Daily Life in Bermuda. Macmillan 2007
- Photos
- Student Knowledge

**Glossary:**

1. **community** - a group living in a particular area.
2. **contribution** - something that is given towards something.
3. **different** - not the same.
4. **diversity** - different or varied.
5. **needs** - things that are necessary for you to have.
6. **similar** - alike but not exactly the same.
7. **wants** - to wish for something.

# M O D U L E - B

# SOCIAL STUDIES

<p><b>Module Title:</b> Politics and Law - My School Community</p>	<p><b>Sequence Reference:</b> P2 SS-B</p>																					
	<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 type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <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> </tr> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p><b>Time allotted:</b> 10 weeks</p>																						
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.2, 1.4            Appreciation of Bermuda</li> <li>• 2.1                    Global Awareness</li> <li>• 3.1, 3.2, 3.4       Celebrate Diversity</li> <li>• 4.1 - 4.3            Apply Social Studies Skills</li> <li>• 5.1, 5.2, 5.3, 5.5   Interpret and Predict</li> </ul>	<p style="text-align: center;"><b>Content Focus:</b></p> <ul style="list-style-type: none"> <li>• Time, Continuity Change</li> <li>• Individual Development &amp; Identity</li> <li>• Individual Groups &amp; Institutions</li> <li>• Power, Authority and Governance</li> <li>• Civic Ideas &amp; Practices</li> </ul>																					
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>																					
<p><b>At the end of this module, students will:</b></p> <p><b>P2B1</b> describe roles, rights and responsibilities in school <b>SSC1</b></p> <p><b>P2B2</b> describe purpose and functions of school as it relates to students, teacher, parents and principal <b>SSC1</b></p> <p style="margin-top: 20px;">Last printed 5/2/2006 5:10 PM</p>	<ul style="list-style-type: none"> <li>• Attentive listeners</li> <li>• Ask questions when clarity is needed</li> <li>• Treated democratically</li> <li>• Use proper manners, greetings, requests, gratitude and apologies</li> <li>• appropriate behaviour i.e. following and obeying rules in class, school, and home</li> <li>• develop problem solving skills</li> <li>• function of school –             <ul style="list-style-type: none"> <li>- educational</li> <li>- develop effective citizens</li> <li>- social</li> <li>- physical etc.</li> </ul> </li> <li>• awareness of educational process – movement from pre-primary-middle-secondary-college</li> </ul>																					

<b>Module Title:</b> Politics and Law	<b>Sequence Reference:</b> P2 SS-B
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<ul style="list-style-type: none"> <li>• present and model appropriate behaviour, manners and rules; promote order, manage conflict and protect rights</li> <li>• show pictures of persons in various situations and discuss</li> <li>• given verbal situations/students respond with appropriate behaviours and manners</li> <li>• students draw a picture of a school. after discussion they write two sentences in the building about why we come to school; the role of parents and teachers</li> <li>• write a “why I come to school” story with the class</li> </ul>	<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>• class participation</li> <li>• teacher observation</li> <li>• large/small group</li> <li>• exhibit</li> <li>• write/spell</li> <li>• test</li> </ul>

<b>Module Title:</b> Politics and Law	<b>Sequence Reference:</b> P2 SS-B
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**Summative Assessment:**

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

- Exhibit/portfolio
- Test

**Special Resources:**  
(materials, equipment & community involvement)

- globes
- maps on Bermuda

<b>References - Teacher:</b>	<b>References - Student:</b>
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- Bermuda Books
- Computer
- Benchmark books

- Our Bermuda. Macmillan 2007
- Computer
- Pictures
- Student Knowledge

**Glossary:**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>appropriate</b></li> <li>2. <b>citizen</b></li> <li>3. <b>education</b></li> <li>4. <b>function</b></li> <li>5. <b>manners</b></li> <li>6. <b>responsibility</b></li> <li>7. <b>right</b></li> <li>8. <b>role</b></li> </ol> | <ul style="list-style-type: none"> <li>- suitable</li> <li>- someone who belongs officially to a particular country.</li> <li>- teaching and learning.</li> <li>- the purpose of someone or something.</li> <li>- behave politely.</li> <li>- a job or duty that you are trusted to do.</li> <li>- something that you should be allowed.</li> <li>- the reason for what someone does.</li> </ul> |
|---|--|

# M O D U L E - C

# SOCIAL STUDIES

<b>Module Title:</b> Economy and Technology - We Work	<b>Sequence Reference:</b> P2 SS-C																					
<b>Time allotted:</b> 6 weeks	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <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> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <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> </tr> </tbody> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.4      Appreciation of Bermuda</li> <li>• 2.1, 2.5            Global Awareness</li> <li>• 3.1, 3.2, 3.4      Celebrate Diversity</li> <li>• 4.1 - 4.3            Apply Social Studies Skills</li> <li>• 5.1, 5.2, 5.3, 5.5   Interpret and Predict</li> </ul>	<p style="text-align: center;"><b>Content Focus:</b></p> <ul style="list-style-type: none"> <li>• Time, Continuity Change</li> <li>• Science/Technology</li> </ul>																					
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>																					
<p><b>At the end of this module, students will:</b></p> <p><b>P2C1</b> demonstrate an understanding of money as a means of exchange <b>SSE1</b></p> <p><b>P2C2</b> identify different occupations in the community <b>SSE2</b></p> <p><b>P2C3</b> describe the role of technology in their lives in relation to occupations in the community <b>SSE3</b></p> <p style="margin-top: 20px;">Last printed 5/2/2006 5:40 PM</p>	<ul style="list-style-type: none"> <li>• money                     <ul style="list-style-type: none"> <li>- first Bermuda money: Hog penny</li> <li>- identify all coins, \$2, \$5, \$10 bills</li> <li>- exchanges money for an item</li> </ul> </li> <li>• occupations – parent visits                     <ul style="list-style-type: none"> <li>- matching person/workers with a job tool</li> <li>- visits various workplaces</li> <li>- name jobs/worker</li> <li>- technology</li> <li>- computers</li> <li>- machines</li> <li>- televisions</li> <li>- computer games</li> <li>- radios</li> <li>- vehicles</li> <li>- cash register</li> <li>- traffic lights</li> </ul> </li> </ul>																					



<b>Module Title:</b> Economy and Technology	<b>Sequence Reference:</b> P2 SS-C								
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>								
<ul style="list-style-type: none"> <li>• Have a “cent day”, dollar day etc. (one day for each denomination). Students pay 1¢= fish/cheez-it, 10¢= 1 cookie, 25¢=2 cookies, \$2.00 grub day etc.</li> <li>• Do problem-solving activities. e.g. get 1 goldfish for 1¢, how many for 10 cents.</li> <li>• Read a story about various workers in the community.</li> <li>• Students draw a picture of parent/family member working, write 3-4 sentences 1. job title, 2. what person does, 3. where they do the job?</li> <li>• Make a job chart for what they would like to be when they grow up.</li> <li>• Complete match up game/worksheet fireman-hose, businessman to briefcase etc.</li> <li>• Visit various businesses.</li> <li>• Discuss technology-things that make things easier to do for fun</li> <li>• Talk about machines, computers, appliances etc.</li> <li>• Cut put pictures of items that use technology. Paste them on a paper and write two sentences about how it helps or makes life fun.</li> <li>• Interact with technology and software that encourages reading, picture/word/sentence associations.</li>   <li>• Integrate with Math and Technology</li> </ul>	<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>• worksheets –       <ol style="list-style-type: none"> <li>1. Matching exercise, money to something of similar value           <table border="0" style="margin-left: 20px;"> <tr> <td>e.g. 1¢</td> <td>book</td> </tr> <tr> <td>25¢</td> <td>goldfish</td> </tr> <tr> <td>\$1</td> <td>ice cream</td> </tr> <tr> <td>\$2</td> <td></td> </tr> </table> </li> <li>2. What do I do? <u>Person</u> <u>job/tool</u></li> </ol> </li> <li>• class participation</li> <li>• teacher observation</li> <li>• large/small group</li> <li>• exhibit/portfolio           <ul style="list-style-type: none"> <li>- geography               <ol style="list-style-type: none"> <li>I. region</li> <li>II. movement</li> <li>III. place</li> <li>IV. environment</li> <li>V. people</li> </ol> </li> </ul> </li> <li>• tests           <ul style="list-style-type: none"> <li>- write/spell</li> </ul> </li> </ul>	e.g. 1¢	book	25¢	goldfish	\$1	ice cream	\$2	
e.g. 1¢	book								
25¢	goldfish								
\$1	ice cream								
\$2									

<b>Module Title:</b> Economy and Technology	<b>Sequence Reference:</b> P2 SS-C
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**Summative Assessment:**

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

- Portfolio
- Test

**Special Resources:**  
(materials, equipment & community involvement)

- calculator
- computer
- globes
- magazines
- software

<b>References - Teacher:</b>	<b>References - Student:</b>
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- Books on jobs, people in the community
- Video tapes
- Newspapers
- Benchmark books

- Our Bermuda. Macmillan 2007
- magazines
- library
- newspapers

**Glossary:**

1. **exchange** - swap
2. **money** - coins or bank notes (paper money) used to buy things.
3. **occupation** - a person's job.
4. **purchase** - buy something.
5. **technology** - the study of the way things are made and work.

# M O D U L E - D

# SOCIAL STUDIES

<p><b>Module Title:</b> Environment - My Bermuda Environment</p>	<p><b>Sequence Reference:</b> P2 SS-D</p>																					
	<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 type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <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> </tr> </table>	PHASE A				PHASE B			PS	P1	P2	P3	P4	P5	P6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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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<p><b>Time allotted:</b> 6 weeks</p>																						
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.4      Appreciation of Bermuda</li> <li>• 2.1, - 2.5        Global Awareness</li> <li>• 3.1, 3.2, 3.4    Celebrate Diversity</li> <li>• 4.1 - 4.3        Apply Social Studies Skills</li> <li>• 5.1, 5.2, 5.3, 5.5   Interpret and Predict</li> </ul>	<p style="text-align: center;"><b>Content Focus:</b></p> <ul style="list-style-type: none"> <li>• People, Places &amp; Environments</li> <li>• Individual Groups &amp; Institutions</li> </ul>																					
Curriculum Objectives:		Content Detail:																				
<p><b>At the end of this module, students will:</b></p> <p><b>P2D1</b> use pictorial maps to identify home and school within Bermuda <b>SSG1</b></p> <p><b>P2D2</b> demonstrate awareness of natural and man-made environments <b>SSG1</b></p> <p><b>P2D3</b> describe how they interact with different environments <b>SSG4</b></p> <p><b>P2D4</b> practice responsible behaviour in caring for their immediate environment <b>SSG4</b></p> <p><b>P2D5</b> demonstrate awareness of Bermuda <b>SSG4</b></p>	<ul style="list-style-type: none"> <li>• mapping skills: Parish landmarks (9)</li> <li>• beaches</li> <li>• sand-dunes</li> <li>• parks</li> <li>• natural arches/Devil’s hole, caves</li> <li>• marshes</li> <li>• playground</li> <li>• movie theatre</li> <li>• farms</li> <li>• houses</li> <li>• other buildings: Lighthouse, Airport</li> <li>• scrambling track</li> <li>• aquarium</li> <li>• pool</li> <li>• playing fields (football) softball: National Sports Complex</li> <li>• litter-free lunch</li> <li>• plants</li> <li>• gardens: Botanical</li> <li>• clean class</li> <li>• clean streets</li> <li>• Places: Warwick, Southampton, Sandys - Warwick Long Bay, Khyber Pass, Gibbs Hill Lighthouse, Somerset Bridge, Fort Scaur, Royal Navy Dockyard</li> <li>• locate Bermuda on map</li> </ul>																					

<b>Module Title:</b> Environment	<b>Sequence Reference:</b> P2 SS-D
<b>Recommended Instructional Strategies:</b>	<b>Recommended Formative Assessment Strategies:</b>
<ul style="list-style-type: none"> <li>• given a pictorial map students will follow a colour key and identify given locations by colouring each one. e.g. school, church, house and parishes</li> <li>• draw a beach scene add sand to indicate beach</li> <li>• visit beaches</li> <li>• visit sand dunes</li> <li>• visit parks and playgrounds</li> <li>• visit caves/caverns</li> <li>• photo all environmental sites (digital and video)</li> </ul>	<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>• class participation</li> <li>• large/small group</li> <li>• teacher preparation</li> <li>• exhibit</li> <li>• portfolio <ul style="list-style-type: none"> <li>- geography <ul style="list-style-type: none"> <li>I. region</li> <li>II. movement</li> <li>III. place</li> <li>IV. environment</li> <li>V. people</li> </ul> </li> </ul> </li> <li>• test <ul style="list-style-type: none"> <li>- ex. mapping identification</li> <li>- short/spelling sentence</li> </ul> </li> </ul>

<b>Module Title:</b> Environment	<b>Sequence Reference:</b> P2 SS-D
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**Summative Assessment:**

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

- Portfolio
- Test

**Special Resources:**  
(materials, equipment & community involvement)

- camera
- globes
- maps
- tour guide
- video
- guest

<b>References – Teacher:</b>	<b>References – Student:</b>
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- Maps on Bermuda
- Books (Tourism) on Bermuda
- Magazines
- Benchmark books

- Our Bermuda. Macmillan 2007
- Student Knowledge
- Bermuda maps

**Glossary:**

1. **environments** - animals' and people's surroundings; where they live.
2. **litter** - trash in public places.
3. **manmade** - made by people.
4. **natural** - made by nature.

# *A Teacher's Guide*

*To*

*The Bermuda Primary Social Studies*

*Book 2*

*Daily Life in Bermuda*

### **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+

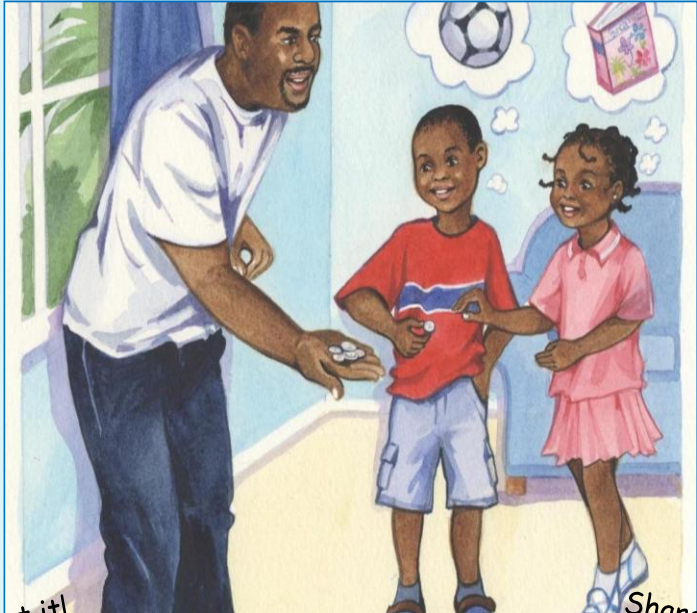
Adapted from Lindquist, Tarry. (2002) Seeing the Whole Through Social Studies; 2<sup>nd</sup> ed. Portsmouth, New Hampshire: Heinemann.

## P2 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
  - questions connected to what has been said
  - the importance of justifying their agreements or disagreements
  - the oral skills needed for debating
  - opportunities to think, problem solve & make decisions
  - conversing in character
2. similar & different
3. cause & effect
4. interpret pictures, simple maps & simple data
5. acting out scenarios – simulations, one page plays
6. sequencing & relationships – timelines, flow charts, etc.
7. collaboration – group work (social skills)
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

**Example:**

Use pictures to develop understanding of concepts & develop thinking & dialogue. (P.33)



*Think about it!  
Talk about it!*

**UNDERSTANDS MONEY**

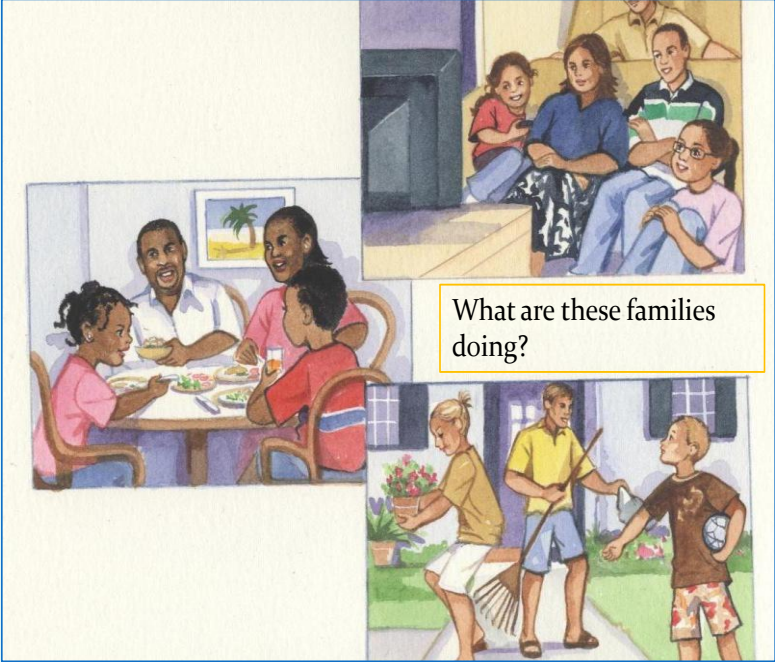
*Share your ideas!  
Write about it!*

- What is money?
- Why do we need it?
- What does it look like?
- How can we get it?



**Example:**

touch  
observe  
discuss  
share (p.58)



What are these families doing?

**FAMILIES**

What is a family?  
How are families the same?  
How are families different?

What is good for all families?  
What is not good for all families?

## *Primary 2 Book: Daily Life in Bermuda*

Please refer to the curriculum for content detail

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

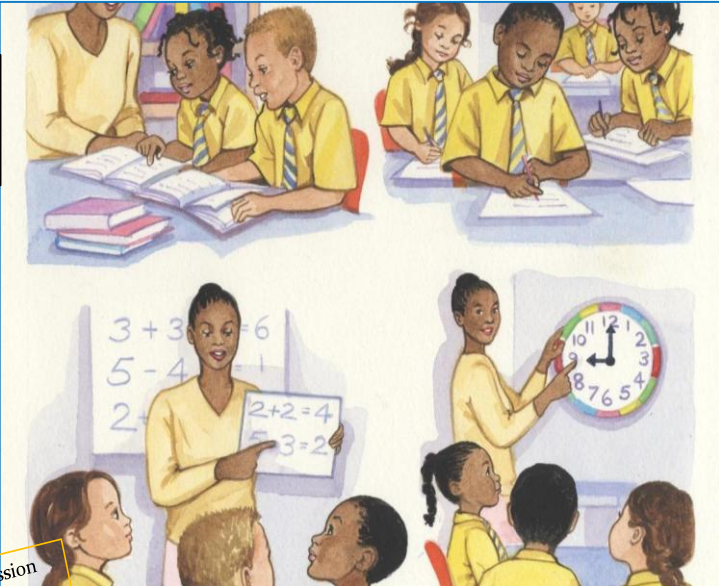
Page #	Curriculum Objective A=Module A; B=Module B C=Module C; D=Module D	Suggested Topics and Concepts
<b>MODULE A</b>		
p.30, p.31, p.32, p.33, p.34, p.35, p.36, p.37, p.38, p.39	<b>P2A1</b> describe differences and similarities between individual needs and wants <b>SSC2</b>	Similar Different Needs Wants Change Diversity
p.8, p.12, p.13, p.14, p.15, p.16, p.17, p.18, p.19, p.21, p.22, p.23, p.24, p.25, p.26, p.62	<b>P2A2</b> describe changes in their lives that reflect the diversity of the classroom and community <b>SSC2</b>	Community School Families common good culture traditions contributions
p.3, p.4, p.5, p.6, p.7, p.9, p.10, p.13, p.32, p.33, p.34, p.35, p.44, p.50, p.51, p.58	<b>P2A3</b> explore the relationship between what is good for all families to what is not good <b>SSC2</b>	
p.10, p.30, p.31, p.48, p.58, p.60, p.61	<b>P2A4</b> identify contributions that various groups have historically made to a community <b>SSC6</b>	
<b>MODULE B</b>		
p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.21, p.22, p.23, p.24, p.25, p.26, p.34, p.35, p.40, p.41, p.42	<b>P2B1</b> describe roles, rights and responsibilities in school <b>SSC1</b>	roles rights responsibilities institution groups change socialization rules learning
p.21, p.22, p.23, p.24, p.25, p.26, p.28, p.29, p.39, p.40, p.41, p.42	<b>P2B2</b> describe purpose and functions of school as it relates to students, teacher, parents and principal <b>SSC2</b>	thinking community

<b>MODULE C</b>		
<p>p.9, p.30, p.31, p.32, p.33, p.34, p.35, p.36, p.37, p.38, p.39</p> <p>p.12, p.13, p.14, p.15, p.16, p.17, p.18, p.19, p.27, p.28, p.29, p.30, p.31, p.32, p.34, p.35, p.36, p.37, p.38, p.39</p> <p>p.13, p.14, p.15, p.16, p.17, p.18, p.19, p.20, p.27, p.28, p.29, p.30, p.32, p.43, p.45</p>	<p><b>P2C1</b> demonstrate an understanding of money as a means of exchange <b>SSE1</b></p> <p><b>P2C2</b> identify different occupations in the community <b>SSE1</b></p> <p><b>P2C3</b> describe the role of technology in their lives in relation to occupations in the community <b>SSE6</b></p>	<p>Money Occupations Community Technology Change Past Present future</p>
<b>MODULE D</b>		
<p>p.48, p.49, p.57, p.59</p> <p>p.11, p.15, p.32, p.44, p.46, p.47, p.50, p.51, p.52, p.53, p.54, p.55, p.56</p> <p>p.10, p.11, p.40, p.41, p.43, p.44, p.45, p.46, p.47, p.50, p.51, p.52, p.53, p.54, p.55, p.56, p.58, p.62</p> <p>p.6, p.7, p.9, p.10, p.13, p.46, p.50, p.51, p.52, p.55</p>	<p><b>P2D1</b> use pictorial maps to identify home and school within Bermuda <b>SSG1</b></p> <p><b>P2D2</b> demonstrate awareness of natural and man-made environments <b>SSG1</b></p> <p><b>P2D3</b> describe how they interact with different environments <b>SSG4</b></p> <p><b>P2D4</b> practice responsible behavior in caring for their immediate environment <b>SSG4</b></p>	<p>environment map natural man-made location influence interact behaviour awareness parishes landmarks</p>

<p>p.3, p.13, p.43, p.47, p.50, p.51, p.52, p.53, p.54, p.56, p.58</p>	<p><b>P2D5</b> demonstrate awareness of Bermuda <b>SSC6</b></p>	
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**Example:**

Purpose & function of school  
P2B2



What would life be like without school?

**Function of school**

Why do we have to go to school?  
 What is the role of the student at school?  
 What is the role of the teacher at school?

Small group discussion  
Generate a list

**SOCIAL STUDIES AT THE CENTRE**

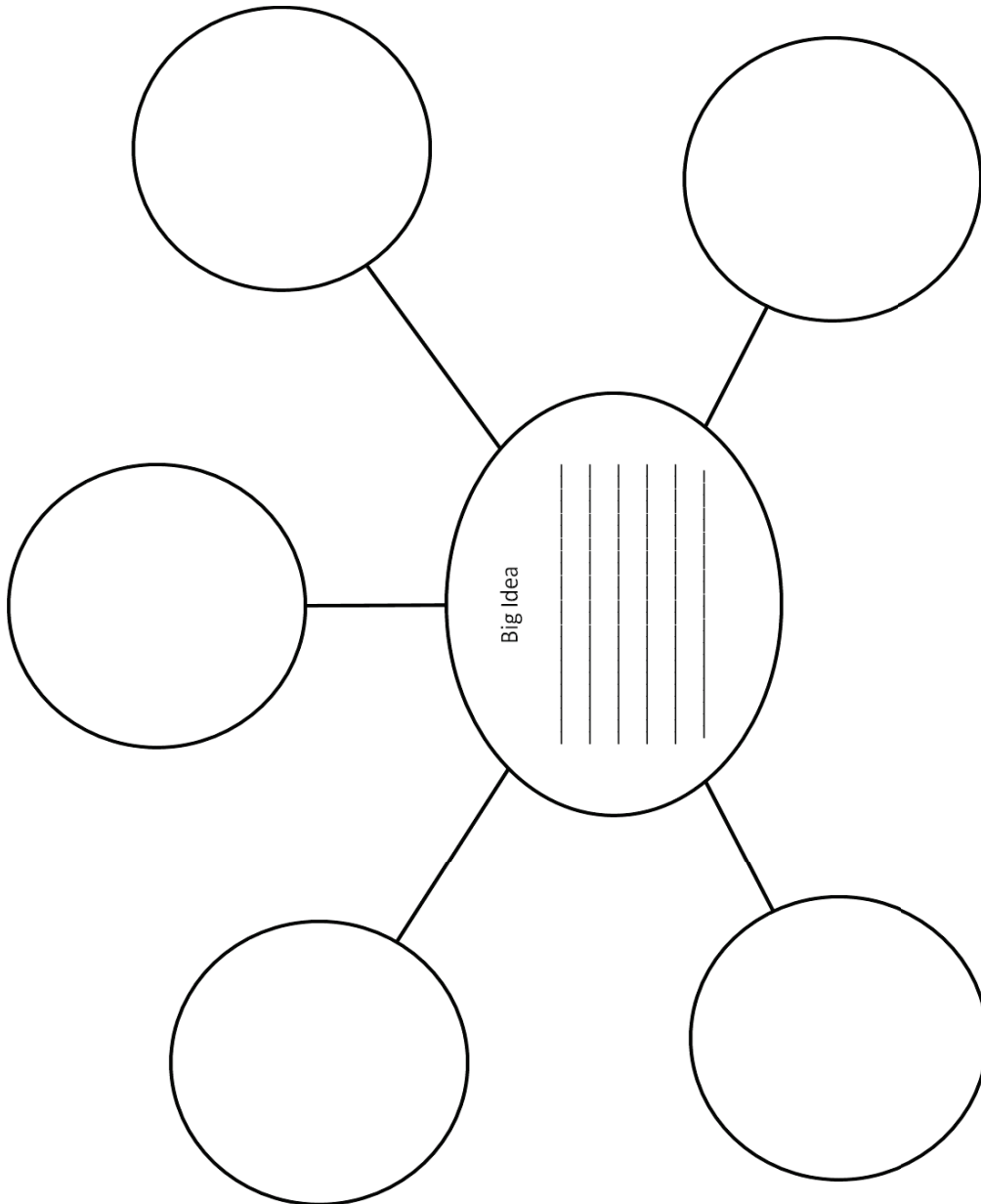
**Social Studies Module:** \_\_\_\_\_

**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 2 SOCIAL STUDIES CHECKLIST

Student Name: \_\_\_\_\_

### The student can -

#### Module A - Society and Culture:

- Describe differences and similarities between individual needs and wants
- Understand that change is on going
- Describe changes in their lives
- Demonstrate awareness of the diversity in their classroom and community in regard to the types of changes
- Explore those common elements that **are good** for all families
- Explore those common elements that are **not good** for all families
- Identify the various groups that have made contributions to Bermuda's culture historically, particularly, African, British, West Indian, Portuguese
- Understand the concept of culture
- Understand that culture changes over time
- Give reasons why culture undergoes change

#### Module B - Politics and Law:

- Describe their roles, rights and responsibilities as a student in school
- Explain the purpose of school
- Explain the role of the teacher, principal, parent/guardian and government
- Explain the role of other school workers and organizations

#### Module C - Economy and Technology:

- Identify Bermuda coins and paper money up to \$10
- Demonstrate the ability to use money
- Identify community occupations and be aware of their functions
- Recognize and describe how the technology in community occupations affects their lives

#### Module D - Environment:

- Use picture maps to locate their home and school
- Understand the concepts environment, natural and man-made
- Demonstrate awareness of natural and man-made environments
- Recognize and describe how they interact with different environments
- Practice responsible behaviour in caring for their immediate environment
- Locate and name St. George's, Hamilton, Smith's, Warwick, Southampton and Sandys
- Identify pictures of places listed in P1 (Somers Gardens, St. Peter's Church, Fort St. Catherine, King's Square, the Deliverance, Sir George's statue, Crystal Caves, Aquarium, Flatt's Village, Devil's Hole, Spittal Pond and Verdmont Museum) and P2 places, such as, Warwick Long Bay, Khyber Pass, Gibbs Hill Lighthouse, Somerset Bridge, Fort Scaur and Royal Navy Dockyard
- Be able to connect the places with the correct parish
- Locate Bermuda on a world map

## 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

Notes:

A series of 20 horizontal dashed lines for writing notes.