Primary School Curriculum

Social Studies (SS)
Primary 1
2007

(supporting materials in document modified in 2012)
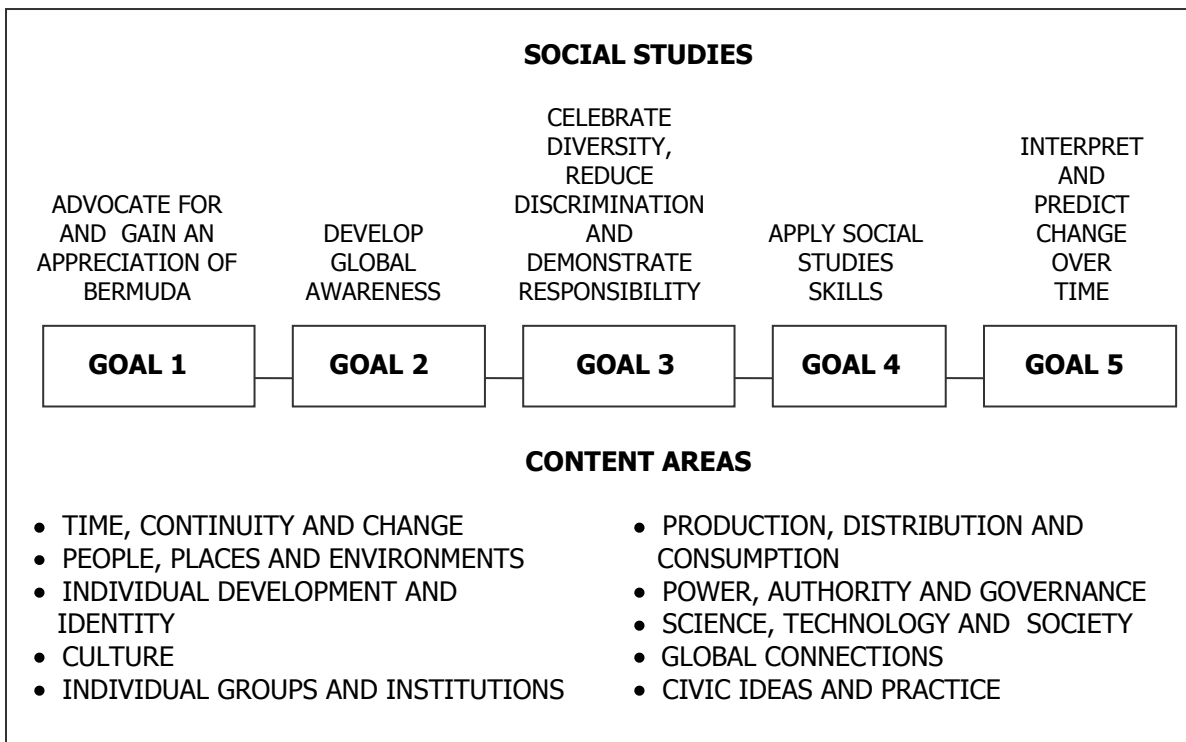

SOCIAL STUDIES PHILOSOPHY

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

ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA	DEVELOP GLOBAL AWARENESS	CELEBRATE DIVERSITY, REDUCE DISCRIMINATION AND DEMONSTRATE RESPONSIBILITY	APPLY SOCIAL STUDIES SKILLS	INTERPRET AND PREDICT CHANGE OVER TIME
GOAL 1	**GOAL 2**	**GOAL 3**	**GOAL 4**	**GOAL 5**

CONTENT AREAS

- TIME, CONTINUITY AND CHANGE
- PEOPLE, PLACES AND ENVIRONMENTS
- INDIVIDUAL DEVELOPMENT AND IDENTITY
- CULTURE
- INDIVIDUAL GROUPS AND INSTITUTIONS

- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- POWER, AUTHORITY AND GOVERNANCE
- SCIENCE, TECHNOLOGY AND SOCIETY
- GLOBAL CONNECTIONS
- CIVIC IDEAS AND PRACTICE

SOCIAL STUDIES
GOALS AND SUBGOALS

GOAL 1   <u>ADVOCATE FOR AND GAIN AN APPRECIATION OF BERMUDA</u>

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   <u>DEVELOP GLOBAL AWARENESS</u>

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

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

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

<ol type="i" start="21">
<u>Where</u> is Bermuda on the globe?
<u>What</u> are the oceans?

- **Individuals, Groups and Institutions –**
  <ol type="i">
  <u>Why</u> are friends important?
  <u>How</u> do I make friends?
  <u>What</u> are some of the things I can do with friends?
  <u>How</u> does my family help me?
  <u>How</u> do I help individual members of my family?
  <u>How</u> do families have fun together?
  <u>How</u> does my teacher help me?
  <u>Why</u> are schools important?
  <u>How</u> do I describe my school?
  <u>How</u> does my school compare with others?
  <u>Who</u> pays for school?
  <u>Why</u> do individuals choose to live in groups?
  <u>To what</u> groups do I belong?
  <u>Who</u> is my neighbor?
  <u>What</u> is my neighborhood like?
  <u>How</u> are neighborhoods different from each other?
  <u>How</u> are they alike?
  <u>How</u> do we live together in communities?
  <u>Who</u> are members of our community?
  <u>What</u> happens in our community?

- **Individual Development and Identity –**
  <ol type="i">
  <u>How</u> do people learn?
  <u>Why</u> do people behave as they do?
  <u>How</u> do individuals develop from youth to adulthood?
  <u>What</u> role does family members play?
  <u>What</u> feelings do I have?
  <u>What</u> can I do?
  <u>Why</u> am I special?
  <u>What</u> people do I need?
  <u>What</u> people need me?
  <u>What</u> is important to me?
  <u>What</u> do people do that makes it hard for me to understand them?
  <u>What</u> do I do that makes it hard for other people to understand me?
  <u>What</u> hobbies do I have?
  <u>What</u> do school workers do for us?
  <u>What</u> does it mean to share? <u>How</u> do family members share?
  <u>How </u>do classmates share?
  <u>How</u> are my classmates alike? <u>How</u> are they different?

Power, Authority and Governance –
<ol type="i">
<u>Why</u> do we have rules?
<u>Where</u> do rules come from?
<u>How</u> do rules help us?
<u>What</u> rules exist within my family?
<u>What</u> rules exist within our school?
<u>Why</u> do we have school rules?
<u>What</u> are some important rules in our community?

viii. <u>Who</u> makes the rules in our community?
ix. <u>How</u> are rules enforced?
x. <u>Who</u> are our community leaders?

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

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

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

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

Me

I have responsibilities to ………………

My Family

My School

My Neighbourhood

My Parish

My country: Bermuda

Parishes
City of Hamilton
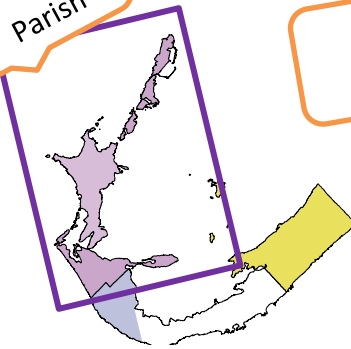
Bermuda

Western Hemisphere

The World

And they ALL have responsibilities to <u>ME</u> and <u>EACH Other</u>!

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.

P1 Phonics, Spelling & Vocabulary	P1 Reading	P1 Writing	P1 Speaking & Listening
• recognize common word endings, e.g. –s, -ed and –ing.	• Read labels, lists and captions to find information. • Know the parts of a book. • Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc. • Read and talk about own writing.	• Mark some sentence endings with a full stop. • Write sentence-like structures which may be joined by and. • Write for a purpose using some basic features of text type. • Write simple information texts with labels, captions, lists, questions and instructions for a purpose. • Record answers to questions, e.g. as lists, charts. • Develop a comfortable and efficient pencil grip. • Form letters correctly.	• Converse audibly with friends, teachers and other adults. • Show some awareness of the listener through non-verbal communication. • Answer questions and explain further when asked. • Speak confidently to a group to share an experience. • Take turns in speaking. • Listen to others and respond appropriately. • Listen carefully to questions and instructions. • Engage in imaginative play, enacting simple characters or situations. • Note that people speak in different ways for different purposes and meanings.

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:

• **Performance Assessment** - Simulations, phony phone conversations, puppet plays, storytelling, move to music, etc.	**30%**
• **Product Assessment** - Painting or drawing, What happens next, simple mapping, models, collages, photo essays, journal, etc.	**45%**
• **Written Assessment** - Tests: selected response & constructed response to evaluate students' understanding of key concepts, vocabulary, skills & knowledge.	**25%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Our Bermuda. London, U.K.: Macmillan, 2007
Ministry of Community and Cultural Affairs, Bermuda Connections Kit. Smithsonian Institute, 2004
Our World: A Child"s First Atlas. Washington D.C., U.S.A.: National Geographic Society, 2000

PHASE A OUTLINE

P1 Module Titles A - D	**P2** Modules Titles A - D	**P3** Modules Titles A - D
A. Society and Culture .... 10 - needs - wants - change - family	A. **Society and Culture .... 10** - differences - similarities - classroom diversity - families - cultural contributions	A. Society and Culture …. 10 - diverse school cultures - diverse neighbourhoods - public holidays - diverse school heritages
B. Politics and Law .... 10 - behaviours - responsibilities - school purpose - school neighbourhood	B. Politics and Law ……… 10 - manners - responsibilities - education	B. Politics and Law……… 10 - current issues - public good - Bermuda symbols - citizenship traits
C. **Economy and Technology. 6** - money use - Bermuda coins - occupations - daily technology	C. **Economy and Technology. 6** - money history - occupations - technology	C. **Economy and Technology . 6** - exchange - Bermuda & U.S. coins - Bermuda"s needs & Resources - past & present economic activities - affects of technology
D. Environment .... 6 - mapping - natural environments - manmade environments - interaction with environments - behaviours - key places Eastern 3 parishes	D. **Environment ……… 6** - mapping - natural environments - manmade environments - interaction with environments - behaviours - key places Western 3 parishes	D. **Environment ……………6** - map interpretation - Bermuda landforms - Bermuda water bodies - key places Central 3 parishes - physical environment influences - environmental behaviours

| Subtotal 32
 Optional Weeks 4
 Total Weeks .... 36 | Subtotal 32
 Optional Weeks 4
 Total Weeks .... 36 | Subtotal 32
 Optional Weeks 4
 Total Weeks .... 36 |

MODULE-A

SOCIAL STUDIES

Module Title: Society and Culture - **Who am I? Who are you?**	Sequence Reference: P1 SS-A

	PHASE A			PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 10 weeks

Subgoal Emphasis:	Content Focus:
• 1.1,1.4 Appreciation of Bermuda • 2.1 Global Awareness • 3.1, 3.2 Celebrate Diversity • 4.2 - 4.3 Apply Social Studies Skills • 5.2, 5.3 Interpret And Predict	• Time, Continuity Change • Culture • Individual Development & Identity • Individual Groups and Institutions

Curriculum Objectives:

At the end of this module, students will:

P1A1 describe differences between individual needs and wants **SSH2**

P1A2 describe changes in their lives and their reactions to them, past and present **SSH1**

P1A3 describe how families can be similar and different SSH2, **SSC2**

Content Detail:

• basic needs: food, shelter, clothes, education, water, healthcare
• wants, eg., toys
• How do they differ?

• coming to a new school, illness, age, new sibling, new parent, moving, etc.
• families – family members, mother, father, siblings students talk about aunt, uncle, grandparents, single parent, religion, size

Module Title: Society and Culture	Sequence Reference: P1 SS-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies**
- itemise things in their homes that are needs and wants using a needs-want chart. Students could interview parents, family members and then compare findings - create a personal profile using flip chart/personal profile worksheet about new school, growth charts, medical profile, etc. Students could be paired or work individually to write and draw their profile. Computer software could also be used - create collage of family similarities and differences based on jobs, education, hobbies, etc. Note: Could be integrated/interdisciplinary with Language Arts and Art	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** - class participation - large group/small group - exhibit - portfolio (linked with exhibit) - teacher observation - writing assignment

Module Title: Society and Culture	Sequence Reference: P1 SS-A

Summative Assessment:

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

- Portfolio/exhibit

Special Resources:
(materials, equipment & community involvement)

- tiny books
- Bermuda map
- camera/video camera
- ABC‟s of Paradise

References - Teacher:

- Tiny Books
- Bean, E. ABC‟s of Paradise, American Literacy Press, Inc. 2000
- Bermuda Map
- Benchmark Leveled books
- Bermuda Connections Kit

References - Student:

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

Glossary:

1. **change** - to make or become different.
2. **different** - not the same.
3. **family** - a group of people who are related to each other.
4. **needs** - things that are necessary for you to have
5. **past** - time before the present.
6. **present** - the time now
7. **similar** - things are like each other but not exactly the same.
8. **wants** - to wish for something.

MODULE-B

SOCIAL STUDIES

Module Title: Politics and Law - **My School Community**	**Sequence Reference:** P1 SS-B					

	PHASE A			PHASE B		
PS	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
☐	☒	☐	☐	☐	☐	☐

Time allotted: 10 weeks

Subgoal Emphasis:	**Content Focus:**
• 1.2, 1.4 Appreciation of Bermuda • 3.1, 3.2 Celebrate Diversity • 4.2 - 4.3 Apply Social Studies Skills • 5.1, 5.2, 5.3 Interpret and Predict	• Time, Continuity Change • Individual Development & Identity • Individual Groups and Institutions • Civic Ideas & Practice

Curriculum Objectives:

At the end of this module, students will:

P1B1 describe roles, rights and responsibilities in school **SSC1**

P1B2 describe purpose and function of school **SSC2**

P1B3 identify some characteristics of their school and the school neighbourhood history **SSC2**

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Content Detail:

• Positive behaviours
  - manners, greetings, requests, gratitude and apologies, in class and playground
  - appropriate behaviour, kindness, sharing, following rules
  - problem solve
  - complete school work
• function of school
  - learning & understanding
  - sharing (develop community awareness)
  - interacting with groups (develop social skills)
  - transition from pre-school to primary I
  - appropriate language

• origin, location, characteristics such as population size of neighbourhood, landforms, businesses, open space, etc.

Module Title: Politics and Law	Sequence Reference: P1 SS-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• Learn rules, rights and responsibilities in the classroom and on the playground. Video the class at work and at play for discussion. • Write down student reasons for school. Take pictures of "Things We Do in School". Note: This could be an integrated lesson with Language 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.** • class participation • teacher observation • exhibit • portfolio • writing

Module Title: Politics and Law	Sequence Reference: P1 SS-B

Summative Assessment:

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

- Exhibit/portfolio

Special Resources:
(materials, equipment & community involvement)

- tiny books on Bermuda (The Frog)
- Bermuda travel maps
- video camera/35mm or digital camera

References - Teacher:

- Tiny Books
- Code of Conduct
- Benchmark leveled books
- Bermuda Connections Kit

References - Student:

- Our Bermuda. Macmillan 2007
- Personal Pictures
- Personal Books about Bermuda (Children"s Book)
- Student Knowledge

Glossary:

1. **neighbourhood** - an area where people live and work.
2. **responsibility** - a job or duty that you are trusted to do.
3. **right** - something that you should be allowed.
4. **role** - the reason for what someone does.
5. **school** - a place where children and teenagers go to be educated.

M O D U L E – C

SOCIAL STUDIES

Module Title: Economy and Technology - **We Work**	**Sequence Reference:** P1 SS-C

	PHASE A			PHASE B		
PS	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**
☐	☒	☐	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:	**Content Focus:**
• 1.5 Appreciation of Bermuda • 2.6 Global Awareness • 3.4 Celebrate Diversity • 4.1 - 4.2 Apply Social Studies • 5.2, 5.3 Interpret and Predict	• Culture • Production, Distribution & Consumption • Science/Technology

Curriculum Objectives:

At the end of this module, students will:

P1C1 demonstrate understanding of money as a means of exchange **SSE1**

P1C2 identify, different occupations in their community **SSE2**

P1C3 describe the role of technology in their lives **SSE3**

Content Detail:

• coins 5c/10c/25c/$1

• examples of varied occupations:
  - teacher
  - fireman/lady
  - policeman/lady
  - postman/lady
  - trash sanitation truck worker
  - bus driver
  - artist
  - mason
• technology
  - television
  - radio
  - computer games
  - kitchen appliances
  - transportation

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Module Title: Economy and Technology	Sequence Reference: P1 SS-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• Create a Bermuda money map using a blank map of coins and notes. Parishes could be coins and notes could be harbours and oceans. • Cut out/identify pictures of different occupations (work portraits) using a newspaper, magazine, TV. etc. • Dress up like the period of your occupational choice. • Match technology to the past (old) and present (new) using real props and pictures. Note: Integrate with Mathematics	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • class participation • teacher observation • exhibit • portfolio • large/small group • writing

Module Title: Economy and Technology	**Sequence Reference:** P1 SS-C

Summative Assessment:

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

- Exhibit/portfolio

Special Resources:
(materials, equipment & community involvement)

- Bermuda maps
- television/programme
- video
- recorder

References - Teacher:

- Bermuda maps (blank)
- Newspapers
- Benchmark books

References - Student:

- Our Bermuda. Macmillan 2007
- Binder
- Newspapers

Glossary:

1. **coins**   **-** a piece of metal money.
2. **community** **-** a group living in a particular area.
3. **jobs**   **-** the work someone does regularly for pay.
4. **money**   **-** coins or bank notes (paper money) used to buy things.
5. **technology** **-** the study of the way things are made and work.

MODULE-D

SOCIAL STUDIES

Module Title: Environment - **Bermuda Awareness**	Sequence Reference: P1 SS-D

	PHASE A			PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:	Content Focus:

Subgoal Emphasis:

- 1.3   Appreciation of Bermuda
- 2.3   Global Awareness
- 3.3   Celebrate Diversity
- 4.1 - 4.2   Apply Social Studies Skills
- 5.2, 5.3, 5.5   Interpret and Predict

Content Focus:

- Time, Continuity Change
- People, Places, Environment
- Groups and Institutions
- Civil Ideas, Practice

Curriculum Objectives:

At the end of this module, students will:

P1D1 use picture maps to identify home and school **SSG1**

P1D2 demonstrate awareness of natural and manmade environments **SSG1**

P1D3 describe how they interact with different environments **SSG4**

P1D4 practice responsible behaviour in caring for their immediate environment **SSG4**

P1D5 demonstrate awareness of Bermuda **SSG4**

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Content Detail:

- mapping skills
- Bermuda, neighbourhood maps & mental maps

- beaches
- parks
- playgrounds
- buildings
- play
- work

- class chore list
- litter free lunch
- miniature gardens
- recycle

- Identify Bermuda
  - Bermuda map
- People
  - Juan de Bermudez
  - Somers Garden (Sir George Somers)
- Places: St. George"s, Hamilton, Smiths
  - St. Peter"s Church, Fort St. Catherine
  - King"s Square, Deliverance, Sir George"s statue
  - Crystal Caves, Aquarium, Museum & Zoo, Flatts Village
  - Spittal Pond, Devil"s Hole, Verdmont Museum

Module Title: Environment	Sequence Reference: P1 SS-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• host a litter free lunch • build a „Tree Park", „Courtesy Garden" • visit beaches and bays with the intent of identifying the type of items that spoil the environment • [Instructional Strategies] could be integrated with Science, Mathematics, Art, etc.	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • class participation • teacher observation • exhibit • portfolio • large/small group • writing

Module Title: Environment	Sequence Reference: P1 SS-D

Summative Assessment:

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

- Exhibit/portfolio

Special Resources:
(materials, equipment & community involvement)

- garden area/seeds for flowers and vegetables
- gloves
- recycle bags
- trash bags

References - Teacher:	References - Student:
• K.B.B. Brochures/Posters • Newspapers	• <u>Our Bermuda</u>. Macmillan 2007 • Student Knowledge • Newspapers

Glossary:

1. **behaviour**   - the way you act.
2. **environment** - an animal"s or person"s surroundings where they live.
3. **manmade**   - made by people.
4. **maps**   - a diagram of an area.
5. **natural**   - made by nature.

A Teacher's Guide

To

The Bermuda Primary Social Studies

Book 1
Our 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.

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; 2nd ed. Portsmouth, New Hampshire: Heinemann.

P 1 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

2. Interpreting pictures, tables, simple data, maps and other graphics

3. use narrative – tell a story

4. use literature to teach content

5. Collaboration – small group work

6. use active learning teaching techniques:
   - Acting out scenarios, role playing
   - Sequencing
   - Painting or drawing with a specific purpose
   - Mapping – sense of location & space
   - Model making
   - Performing and/or creating songs, dance

7. make connections between topics and across time – show cause and effect

8. require students to write

9. have them present information in several ways

10. oral presentations

Example:

Use pictures to develop understanding of concepts & develop thinking & dialogue. (P.4)
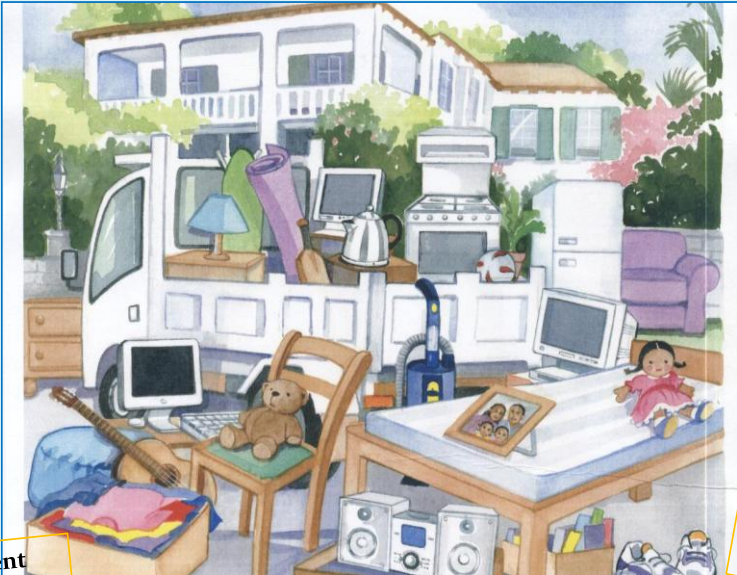
Similar & different

Make a survey! What did you find?

NEEDS & WANTS

What is a need?	How are they similar?
What is a want?	How are they different?

Example:

Bermuda

St. George's Parish
•St. George

Airport

Hamilton Parish

Castle Harbour

Somerset Village.

Pembroke
Parish

Flatts village

Tuckers Town

Sandys
Parish

Devonshire
Parish

Smith's
Parish

City of
Hamilton

Great Sound

Paget
Parish

Atlantic Ocean

Warick
Parish

Southampton
Parish

Sketch a map
of Bermuda

BERMUDA AWARENESS

Count the parishes -	How many are there?
Point to the parish names on the map -	What are the names of the parishes?
Locate the parish you live in -	Where do you live?
Observe the shapes of the parishes & Bermuda	What does Bermuda look like?

Primary 1Book: Our 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.)

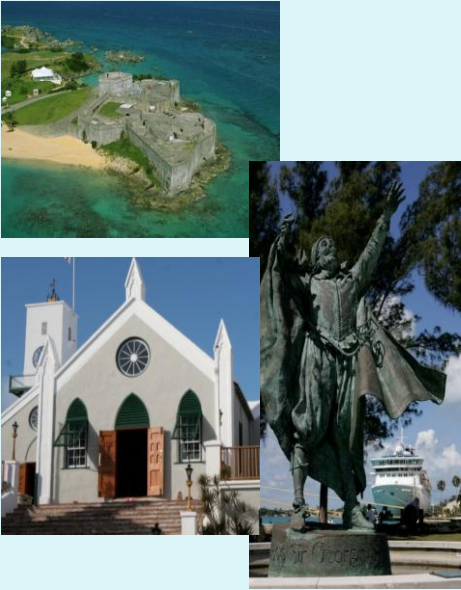| Page #	Curriculum Objectives A= Module A: Society and Culture B= Module B: Politics and Law C= Module C: Economy and Technology D= Module D: Environment	Suggested Topics and Concepts
	MODULE A	
p. 4, p.20	**P1A1** describe differences between individual needs and wants **SSC2**	change over time differences family
p.3, p.8, p.9, p.25, p.28, p.29, p.41	**P1A2** describe changes in their lives and their reactions to them, past and present **SSC2**	needs past present similarities
p.3, p.25, p.26, p.27, p.30, p.32, p.33, p.34, p.35	**P1A3** describe how families can be similar and different **SSC2**	wants
	MODULE B	
p.39, p.40	**P1B1** describe roles, rights and responsibilities in school **SSC1**	neighbourhood purpose responsibilities
p.37, p.38	**P1B2** describe purpose and function of school **SSC2**	rights roles school
p.35, p.36, p.37	**P1B3** identify some characteristics of their school and the school neighbourhood history **SSC2**	
	MODULE C	
p.20, p.36	**P1C1** demonstrate understanding of money as a means of exchange **SSE1**	community occupations technology
p. 5, p.7, p.8, p.11, p.12, p.13, p.14, p.17, p.18, p.23, p.24, p.31, p.32, p.33, p.34, p.36, p.37, p.40	**P1C2** identify, different occupations in their community **SSE1**	uses of money

p.8, p.9, p.10, p.11, p.17, p.21, p.31, p.33, p.39, p.40	**P1C3** describe the role of technology in their lives **SSE6**	
MODULE D		
p.5, p.10, p.11, p.14, p.15, p.18, p.19, p.22, p.24, p.46	**P1D1** use picture maps to identify home and school **SSG1**	environments landmarks location man-made mapping natural
p.9, p.11, p.12, p.13, p.14, p.15, p.17, p.22, p.23, p.24, p.25, p.28, p.29, p.30, p.31, p.37	**P1D2** demonstrate awareness of natural and manmade environments **SSG1** **P1D3** describe how they interact with different environments **SSG4**	parish responsible behaviour
p.15, p.22, p.24, p.28, p.29, p.35, p.37	**P1D4** practice responsible behaviour in caring for their immediate environment **SSG4**	
p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.16, p.17, p.18, p.19, p.20, p.21, p.22, p.23, p.24, p.28, p.29, p.42, p.43, p.44, p.45, p.46	**P1D5** demonstrate awareness of Bermuda **SSG4**	

Example:

SOCIAL STUDIES AT THE CENTRE

Social Studies Module: _____

Using the books to make connections with Social Studies and:

English Language Arts	Mathematics	Science
Health Education	Information Technology	Physical Education
Music	Visual Arts	
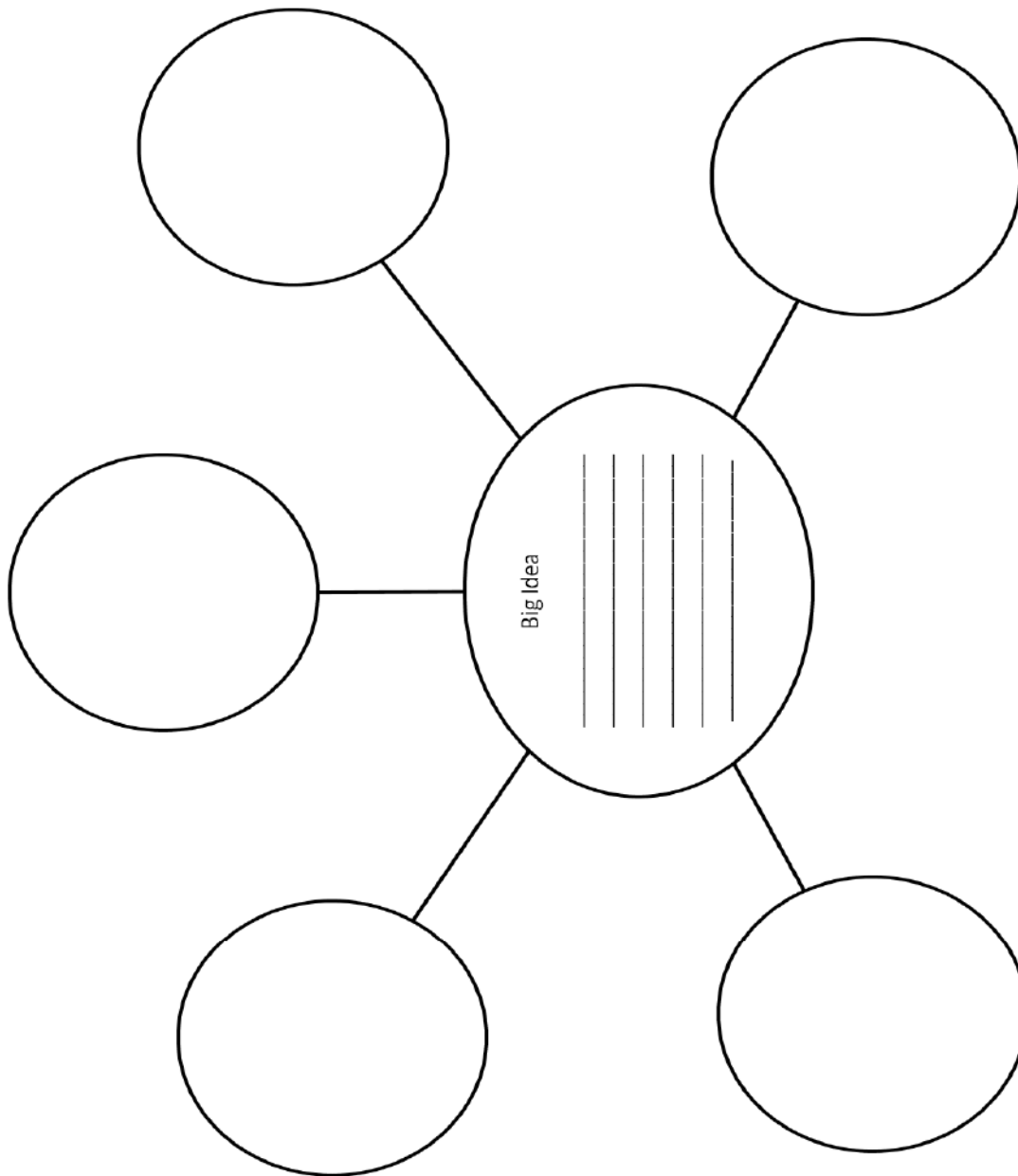
Big Idea

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 1 SOCIAL STUDIES CHECKLIST

Student's Name: _____

The student can -
Module A - Society and Culture:
- Explain and give examples of differences between needs and wants ☐
- Demonstrate an awareness of the concept of change ☐
- Explain their reaction to changes in their lives ☐
- Identify similarities and differences among families ☐

Module B - Politics and Law:
- Understand their role at school ☐
- Understand their rights at school ☐
- Understand their responsibilities at school ☐
- Participate co-operatively in groups ☐
- Explain the purpose of school ☐
- Describe the characteristics of their school ☐
- Describe the characteristics of their school neighbourhood ☐
- Map their school's neighbourhood ☐

Module C - Economy and Technology:
- Understand the function of money ☐
- Identify community occupations ☐
- Identify the role of technology in their lives
- Understand how technology has made their lives different from those in the past ☐
- Gather information from personal experiences, oral sources and visual representations ☐
- Present information using oral or visual representations ☐

Module D - Environment:
- Make picture maps of home and school locations ☐
- Understand the concept of a map ☐
- Understand the difference and give examples of natural and man made environments ☐
- Identify how they interact with different environments ☐
- Practice responsible behaviours in caring for their immediate environment ☐
- Identify a map of the island of Bermuda ☐
- Understand the importance of Juan de Bermudez ☐
- Understand the importance of Sir George Somers ☐
- Locate and name St. George's, Hamilton and Smiths parishes ☐
- Identify pictures of 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. ☐

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

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

Notes :