

Primary School Curriculum

Social Studies (SS) Primary 4 2011

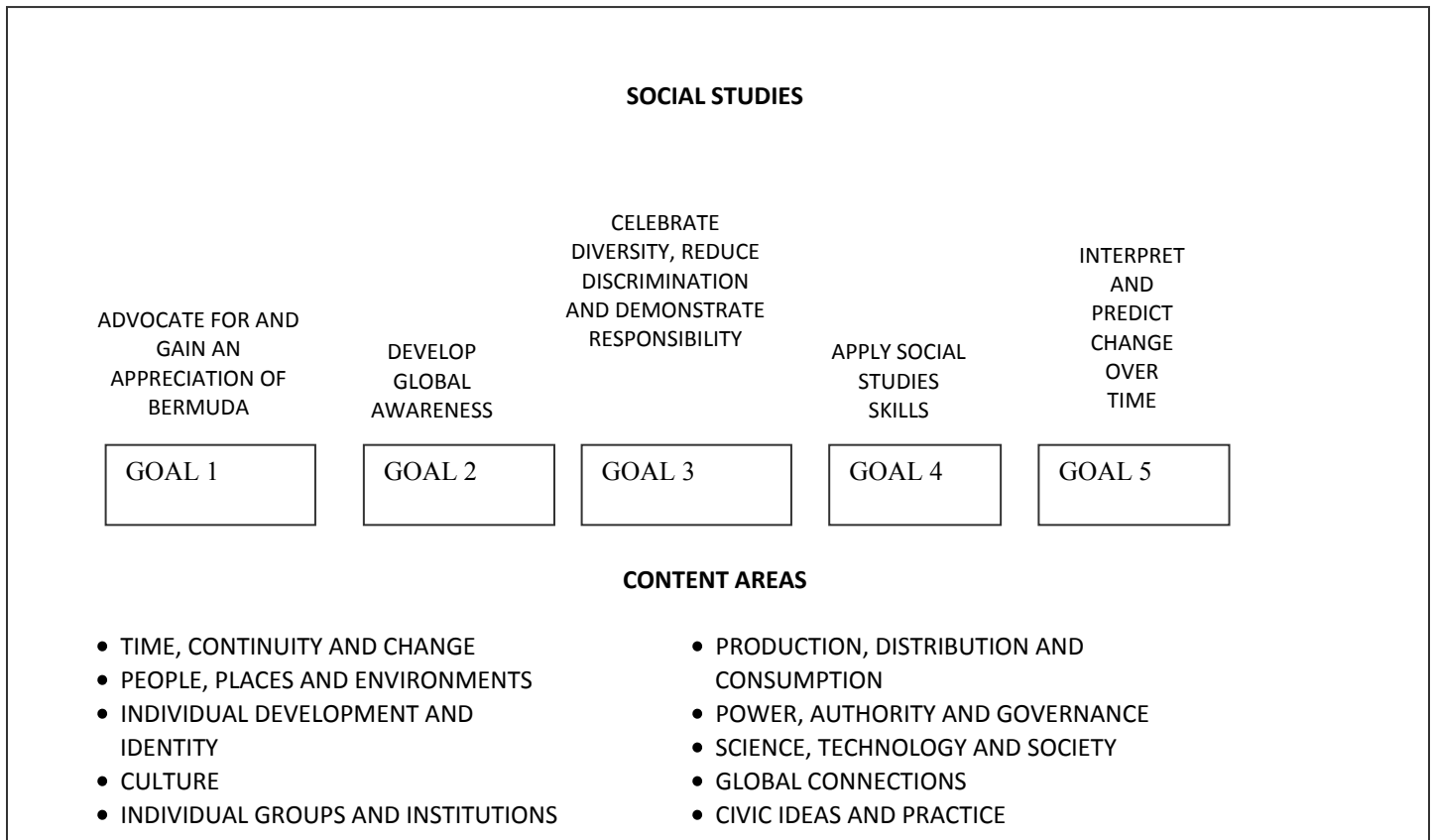
(revised to include June 2012 Performance Standards updates)

MINISTRY OF EDUCATION
Bermuda
2011



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
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.

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.

| P4 | P4 | P4 |
|--|---|---|
| Phonics, Spelling & Vocabulary | Reading | Writing |
| <ul style="list-style-type: none"> • Seek alternatives for overused words and expressions. • Use more powerful verbs, e.g. 'rushed' instead of 'went'. • Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot. • Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. • Match spelling to meaning when words sound the same (homophones). • Check and correct spellings and identify words that need to be learned. • Build words from other words with similar meanings. | <ul style="list-style-type: none"> • Investigate how settings and characters are built up from details . • Understand the main stages in a story from introduction to resolution. • Explore narrative order and the focus on significant events. • Understand how expressive and descriptive language creates mood. • Explore implicit as well as explicit meanings within the text. • Read and perform play scripts, exploring how scenes are built up. • Identify different types of non-fiction text and their features. • Read newspaper reports and consider how they engage the reader. • Distinguish between 'fact' and 'opinion' in print and ICT sources. • Understand how points are ordered to make a coherent argument. • Investigate how persuasive writing is used to convince a reader. • Note key words and phrases to identify the main points in a passage. • Understand how paragraphs and chapters are used to organise ideas. • Recognise meaning in figurative language. • Investigate past, present and future tenses of verbs. • Identify adverbs and their impact on meaning. • Use connectives to structure an argument (e.g. if, although). • Use knowledge of punctuation and grammar to read with fluency, understanding and expression. • Investigate the grammar of different sentences: statements, questions and orders. • Extend the range of reading. • Retell or paraphrase events from the text in response to questions. | <ul style="list-style-type: none"> • Explore different ways of planning stories, and write longer stories from plans. • Explore alternative openings and endings for stories. • Write character profiles, using detail to capture the reader's imagination. • Write newspaper-style reports, instructions and non-chronological reports. • Collect and present information from non-fiction texts. • Present an explanation or a point of view in ordered points, e.g. in a letter. • Explore the layout and presentation of writing, to fit its purpose. • Make short notes from a text and use these to aid writing. • Summarise a sentence or a paragraph in a limited number of words. • Re-read own writing to check punctuation and grammatical sense. • Elaborate on basic information with some detail. • Begin to adopt a viewpoint as a writer, expressing opinions about characters or places. • Begin to use paragraphs more consistently to organise and sequence ideas. • Show awareness of the reader by adopting an appropriate style or viewpoint. |

P4

Speaking and Listening

- Vary the use of vocabulary and level of detail according to purpose.
- Listen carefully in discussion, contributing relevant comments and questions.
- Understand the gist of an account or the significant points.
- Deal politely with opposing points of view.
- Adapt the pace and loudness of speaking when performing or reading aloud.
- Organise ideas in a longer speaking turn to help the listener.
- Adapt speech and gesture to create a character in drama.

Working with Bloom's Taxonomy in Mind

| Level | Definition Of Level | Teacher Roles | Student Roles | Process Verbs | | | | Student Products | |
|--|---|---|--|---|--|--|---|--|--|
| S y n t h e s i s | Putting together constituent elements, or parts, to form a whole requiring original, creative thinking. | reflects, extends, analyzes, evaluates | discusses, generalizes, relates, compares, contrasts, abstracts, actively participates | compose assemble manage pretend arrange organize generalize compile forecast modify combine | systematize propose construct hypothesize prepare develop originate generate predict formulate reorganize | set up design blend create produce revise predict concoct infer suppose improve | act role play devise collect invent write plan show imagine | story design blueprint solution new game multi-media production pantomime newspaper advertisement radio event | plan song video poem formula machine goal play cartoon invention painting collage |
| E v a l u a t i o n | Judging the values of ideas, materials & methods by developing & applying standards & criteria. | clarifies, accepts, harmonizes, guides, referees | Judges, disputes, develops, actively participates | validate predict assess defend prioritize tell why evaluate debate justify | compare measure choose conclude deduce recommend discriminate use criteria determine | appraise value probe argue decide estimate criticize select support | judge rate score revise infer rank award reject | investigation opinion survey debate conclusion editorial cartoon recommendation evaluation judgment | critique verdict report editorial scale review panel rubric |
| A n a l y s i s | Breaking information down into its constituent elements. | probes guides evaluates acts as a resource questions organizes dissects | discusses, uncovers, lists, actively participates | question research appraise inspect examine probe separate inquire arrange calculate | distinguish experiment Sequence interpret compare inventory scrutinize discriminate differentiate investigate | test analyze diagram contrast dissect categorize point out classify organize discover | group order sort solve survey relate deduce sift detect | diagram investigation graph conclusion category questionnaire illustration inventory spreadsheet checklist | chart outline list plan summary survey database mobile abstract report |
| A t t e n d i n g | Using methods, concepts, principles, and theories in new situations. | shows facilitates observes evaluates organizes questions | solves problems, demonstrates use of knowledge, constructs, actively participates | teach exhibit illustrate calculate sketch interpret prepare make practice | experiment manipulate interview paint change translate produce compute demonstrate | employ schedule collect record dramatize construct sequence list | use show solve relate operate apply adapt | prediction demonstration photograph illustration simulation sculpture experiment interview performance presentation | puzzle drawing report diorama poster diagram lesson model journal map |
| C o m p r e h e n s i o n | Understanding of information given. | listens, questions, compares, contrasts, examines, demonstrates | explains, translates, demonstrates, interprets, actively participates | restate locate retell research convert annotate explain | give examples expand upon recognize account for summarize paraphrase | express discuss identify calculate describe report outline | give main idea list tell review observe | quiz definition Fact worksheet reproduction scrapbook | label list test workbook diary |
| K n o w l e d g e | Recall or recognition of specific information. | directs, tells, shows, examines, questions, evaluates | responds, absorbs, remembers, recognizes, memorizes, passive, recipient | define name record match select cite | underline distinguish memorize reproduce give examples | recite choose describe list relate show | group quote repeat label recall sort | fact worksheet workbook reproduction label | list test quiz |

Adapted from: Teaching and Learning Through Multiple Intelligences, by Linda Campbell, et al., 1992. Rubrics for Elementary Assessment © Nancy Osborne.

Multiple Intelligences: Learning Strategies and Activities

| Linguistic | Logical | Kinesthetic | Visual/Spatial | Musical | Interpersonal | Intrapersonal |
|--|---|---|--|--|--|---|
| <ul style="list-style-type: none"> - Write journals - Keep learning logs - Create portfolio - Do word processing - Write newspaper articles - Engage in discussions & debates - Tell stories - Write poems, myths, legends, short plays - Relate a short play or novel to - Lead a class discussion on - Give presentation - Create a talk show or radio program - Write an instruction booklet, newsletter, or dictionary - Write essay reviewing project accomplishments - Invent slogans - Make an audio tape - Do an interview - Write or e-mail a letter | <ul style="list-style-type: none"> - Use scoring sheets - Make/solve games & puzzles - Write an outline - Plan strategically - Translate into mathematical formulas - Do timelines - Design & conduct an Experiment - Make a strategy game - Make a calendar - Interpret data - Hypothesize about ... - Create a story - Write a computer program - Categorize facts & information - Set up a lab project - Describe the symmetry of ... - Use inductive or deductive reasoning - Select & use technology | <ul style="list-style-type: none"> - Create exhibits - Demonstrate a process - Use manipulatives - Create a simulation - Role play - Engage in creative Movement - Rehearse & perform a play - Pantomime - Choreograph a dance - Put on a skit - Do reader's theatre - Invent a game - Make task or puzzle Cards - Build or construct a model - Plan & attend a field Trip - Create &/or participate in Olympic style events - Devise a scavenger hunt - Sculpt - Design a product - Take part &/or put together a mechanical device - Select & use technology | <ul style="list-style-type: none"> - Make analyze charts/graphs - Make word web diagrams - Do a timeline - Construct models - Develop a photographic essay - Make a map - Make a collage - Do an art project - Create a slide show, film, videotape, advertisement or photo album - Design a poster, bulletin board, comic strip or mural - Visualize - Create a demonstration - Develop architectural drawings - Colour code a process - Invent a board or card game - Illustrate, draw, paint, sketch or sculpt - Select & use technology | <ul style="list-style-type: none"> - Write lyrics & compose music - Use music to aid memory - Create rhythmic patterns - Sing a rap or a song that explains - Determine rhythmical patterns - Give presentations using musical accompaniment - Explain how two songs are the same & different - Present a short class musical - Make an instrument & demonstrate it - Create a musical game - Collect & present songs - Write a new ending to a song - Play instruments - Use technology to create music - Collect & present music using a theme | <ul style="list-style-type: none"> - Do peer review, deciding criteria together - Work in collaborative groups - Do peer or cross-age Tutoring - Use leadership skills - Create & implement group rules - Conduct a class Meeting - Identify & assume a role - Organize or participate in a group - Use conflict resolution strategies - Engage in peer mediation - Accommodate learning differences - Be a mentor or Mentee - Discuss regional, global or cultural issues - Use internet to discuss global issues | <ul style="list-style-type: none"> - Engage in self-assessment activities - Use reflective journals to track learning - Devise personal goals - Describe own learning style - Organize own portfolio & write or fill out learning summary - Manage self-directed Projects - Describe personal Qualities - Explain personal Philosophies - Use emotional Processing - Describe personal Values - Use self-directed learning - Explain purpose in studying - Explain intuitive Hunches - Receive feedback - Write an Autobiography - Maintain log of personal reflections |

Adapted from: Teaching and Learning Through Multiple Intelligences, by Linda Campbell, et al.,1992. Rubrics for Elementary Assessment © Nancy Osborne.

**PRIMARY SCHOOL
PHASE B OVERVIEW**

Subject Title: Social Studies

Subject Code: P4 SS

Time Allotted: 150 min/wk

RATIONALE

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

Students will:

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

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

PRIMARY FOUR (P4) REQUIREMENTS

Note: The teacher is not restricted to using the standards only where indicated in the curriculum.

The requirements for this level are as follows:

| | |
|--|-------------|
| <ul style="list-style-type: none"> • Performance Assessment - After dinner conversations, historical interviews, decision-making, playing with scale, role playing, etc. | 25% |
| <ul style="list-style-type: none"> • Product Assessment - Personalising events, surveys, one-page plays, historical fiction, time lines, poetry & song writing, posters, what happens next, rewrite a scene or chapter from the point of view of a specific character, stories that address problems & issues, persuasive writing, flow charts, models, mapping, collages, computer generated products, etc. | 45% |
| <ul style="list-style-type: none"> • Written Assessment - Tests on a portion of the curriculum: selected, constructed & extended responses including essay writing to evaluate students' understanding of key concepts, vocabulary, skills & knowledge. | 15% |
| <ul style="list-style-type: none"> • Final End of Year exam - Test on the entire curriculum: selected, constructed & extended responses including essay writing to evaluate students' understanding of key concepts, vocabulary, skills & knowledge. | 15% |
| Total | 100% |

MATERIALS OF INSTRUCTION (Adopted Text)

Ministry of Education, Bermuda Five Centuries for young people, Panatel, 2009
 Ministry of Community and Cultural Affairs, Bermuda Connections Kit. Smithsonian Institute, 2004
 Ministry of Education, The Bermuda Atlas, Macmillan, 2007
Map Champ Atlas. Chicago, Illinois: Nystrom, 2001
World Atlas. Chicago, Illinois: Nystrom, 2002

PHASE B OUTLINE

| P4 | P5 | P6 |
|---|--|--|
| Module Titles A - D | Modules Titles A – D | Modules Titles A – D |
| 1505-1684 | 1700-1918 | 1920-present |
| <p>A. Society and Culture 8</p> <ul style="list-style-type: none"> - early visitors - Sea Venture shipwreck - first settlers <p>B. Politics and Law 8</p> <ul style="list-style-type: none"> - early governance - early problem solving - corporate to Crown colony <p>C. Economy and Technology.....8</p> <ul style="list-style-type: none"> - economic activities to 1684 - economic divisions of island - organization of trade & labour - early transportation <p>D. Environment8</p> <ul style="list-style-type: none"> - Bermuda origins - significance of location - physical geography - geographic influence - compare & contrast | <p>A. Society and Culture 8</p> <ul style="list-style-type: none"> - tiered timeline & brief overview of main local & global events, such as Gunpowder Plot 1775, Dockyard 1809, Amer. Civil War 1861-5, Boer War 1901 & WWI 1914 - identify main personalities &/or organisations <p>B. Politics and Law 8</p> <ul style="list-style-type: none"> - capital moves 1793 - Gov org & its function to 1833 - emancipation 1834 & changing status of Blacks - Friendly Societies - Citizenship (local/global) - Black representation (WHT Joell 1883) - Coat of Arms <p>C. Economy and Technology.....8</p> <ul style="list-style-type: none"> - agriculture (Reid & the Portuguese) - shipping & blockade running - labour issues - tourism begins - advances in transportation & technology <p>D. Environment 8</p> <ul style="list-style-type: none"> - landscape changes to 1918 - land use - increased population effects - issues & solutions | <p>A. Society and Culture 8</p> <ul style="list-style-type: none"> - tiered timeline & brief overview of main local & global events such as, unionism, affects of WWII 1939, Theatre Boycott 1959, Party Politics 1963 - identify main personalities &/or organisations <p>B. Politics and Law 8</p> <ul style="list-style-type: none"> - HR petition to UK 1946 (Dr.Gordon, W.L. Joell) - desegregation from 1959 - CUAS 1963 - Constitution 1968 & amendments to 2003 - how laws are made & amended - further changes to voting & constituencies - civil unrest after 1960 to 2002 <p>C. Economy and Technology... 8</p> <ul style="list-style-type: none"> - tourism after WWII - International cos. & banking - sterling to dollars 1970 - Increase in immigration - unions - transportation & technology <p>D. Environment 8</p> <ul style="list-style-type: none"> - Environ laws & problems after 1920 - introduced flora & fauna - Dr. Beebe 1930s, Mowbray & Wingate - sustainable development |
| 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

Module A Title: Society and Culture – Discovery to Crown Colony 1505-1684

Sequence Reference: P4 SS-A

Time allotted: 8 weeks

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

Performance Strand

History (H)

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

Geography (G)

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

Civics (C)

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

Performance Statements & Essential Questions

Bermuda performance standard:

History

H1 – student will produce evidence that demonstrate their ability to organise information chronologically and understand the sequence and relationship of events.

H2 - The student will produce evidence that demonstrate their ability to use Social Studies vocabulary, concepts and multi-media to engage in inquiry, research, analysis, critical thinking and problem-solving.

H3 - The student will produce evidence that demonstrate their ability to comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.

Geography

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

Civics

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

Possible Essential Questions:

- How has the past influenced the present? (chronological understanding & significance)
- How did global activities lead to Bermuda’s discovery? (cause & effect)
- What is culture?
- How do cultures change over time?
- Why do people change the environment and how does the environment influence human activity? (adaptation)
- To what extent is the recorded story influenced by who is telling it? (perspective)

Assessment Indicators:

Curriculum Objectives & Content Detail:

The students will produce evidence that demonstrates their ability to:

SS.P4.H1a Create, use or interpret a tiered timeline or graphic organiser.

SS.P4.H1b Place information in proper sequence, e.g., order of occurrence; order of importance.

(H1: *chronology understanding*) - I

SS.P4.H2a Define and give examples of key vocabulary words, terms and concepts.

SS.P4.H2b Use appropriate sources to gain meaning of essential terms.

SS.P4.H2c Collect supporting evidence from primary sources.

SS.P4.H2d Analyse year level appropriate sources.

(H2: *research*) – II to VI

SS.P4.H3a Recognise instances in which more than one interpretation of factual material is valid.

SS.P6.H3b Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives.

SS.P4.H3c Demonstrate an understanding that people in different times and places view the world differently.

(H3: *comprehends, analyzes & interprets historical information; problem solves and understands different perspectives*) – III, V & VI

SS.P4.G2a Describe Bermuda's industries in relationship to its location and availability of resources.

(G2: *explain the geographic influences on change*)- II & IV

SS.P4.C2b Explain the relevance of historical personalities, e.g., explorers, Sea Venture shipwreck survivors & early settlers in Bermuda.

(C6: *importance of contributing personalities*) – I.

- Magellan
- Vasco da Gama
- Christopher Columbus
- Juan de Bermudez
- Gonzalo Oviedo y Valdes
- Estevao Gomez
- Henry May
- Diego Ramirez
- Peter Martyr
- Venturilla
- Admiral Sir George Somers
- Sir Thomas Gates
- Captain Christopher Newport
- William Strachey
- John Rolfe

Student outcome:

At the end of this module the student should have an understanding of change over time and the interconnectedness of countries. The student will also understand how geography and ancestry influence the development of a country.

At the end of this module, students will:

I. Create a **timeline** of the early visitors 1505-1603 and the activities of the Sea Venture wreck survivors to 1610 (chapters 1 & 2)

II. Use **Location** to explain:

- **What** events led to Bermuda's discovery in the 16th century?
- **Why** do you think Bermuda was not settled prior to 1612?
- **What** part did Bermuda mainly play in the ocean crossings prior to 1612? (chapter 1 & Bda. Atlas map on p. 5) **Compare** and **contrast** the Sea Venture's journey with the same journey today.

III. **Explain** the **importance** of the shipwreck of the Sea Venture to Bermuda? And the United States of America? (chapter 2)

IV. **Define** **adaptation**?

- **Why** does it occur?
- **Find evidence** of adaptation during the survivors stay on the island and during the early settlement?
- **Identify** present Bermuda characteristics that are a result of centuries of adaptation? (architecture, harvest of rain); (chapters 2 & 3)

V. **Read, interpret and analyse** **primary documents** on pages 14, 22 & 28

VI. **Identify** when formal **settlement** began in Bermuda and the reasons. **Explain** how initial settlement determined Bermuda's early **culture**.

| | |
|---|--|
| Module A Title: Society and Culture | Sequence Reference: P4SS-A |
| Recommended Instructional Strategies: | |
| <p>Teachers will enhance instruction by utilising the following:</p> <ul style="list-style-type: none"> • Comprehension exercises; see pp. 15 & 23 of textbook. • Problem solving scenarios to reinforce the concept of adaptation • See early settlement from different perspectives-governor, slave, indentured servant, tradesman, poor woman, a child, Company shareholder • Chart cause and effect • Illustrate understanding of change over time • Structured field trip to St. George's- journal, create a travel brochure or information pamphlet <p>ELA objectives that may be considered for integration:</p> <p><i>Phonics, Spelling & Vocabulary-</i></p> <ul style="list-style-type: none"> • Check & correct spellings & identify words that need to be learned. <p><i>Reading-</i></p> <ul style="list-style-type: none"> • Explore implicit as well as explicit meanings within the text. • Identify different types of non-fiction text and their features. • Explore narrative order & the focus on significant events. <p><i>Writing-</i></p> <ul style="list-style-type: none"> • Write newspaper-style reports, instructions and non-chronological reports • Present an explanation or a point of view in ordered points, e.g. in a letter. <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> • Understand the gist of an account or the significant points <p>IT objectives that may be considered for integration:</p> <ul style="list-style-type: none"> • Manage computer generated documents. • Use age appropriate applications to edit computer generated documents. • Format text using a word processor. • Use basic desktop publishing techniques. • Use graphics software tools. • Identify/select appropriate tool for task. • Use application tools to communicate with others. • Use technology tools to collaborate with others to solve problems or present ideas. | <p>Recommended Formative Assessment Strategies:</p> <p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • Drama – skits or models • Writing assignments grades with rubrics – letters, plays, diaries, newspaper article, historical fiction • Class participation • Teacher observation • Self-evaluation • Journal portfolio <ul style="list-style-type: none"> - interviews - narrative - book reviews • Tests composed of questions representing various levels of thinking skills: <ul style="list-style-type: none"> - multiple choice - essays - short sentences - stimulus based - problem based |

Summative Assessment:

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

- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives

Special Resources:

(materials, equipment & community involvement)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Bermuda Connections Kit • Bermuda Five Centuries • Bermuda Millennium Historical Film Series • Echoes of Bermuda’s Past • video tape (Bermuda Day Parade) • websites | <ul style="list-style-type: none"> • globes • computer • library • maps • newspapers • fictional and non-fictional book stories |
|---|---|

References - Teacher:

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- www.bnt.bm
- Bermudian magazine
- Dept. of Community and Cultural Affairs- www.communityandculture.bm
- Newspaper articles
- NIE
- St. George’s Foundation- www.stgeorgesfoundation.org
- Video tapes

References - Student:

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

Glossary:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. abundance 2. Adventurer 3. Age of Discovery 4. castaway 5. century 6. colony 7. eyewitness 8. famine 9. fleet 10. heritage 11. indigenous 12. investor 13. navigation 14. seafarer 15. superstitious | <p>a large quantity of something.</p> <p>wealthy landowners who formed companies to control the new Colonies.</p> <p>the period from the 1400s to the early 1600s when European sailors were exploring Africa, Asia and the Americas.</p> <p>a person shipwrecked and stranded in an isolated place.</p> <p>a period of 100 years.</p> <p>an area under the control of another country and occupied by settlers from that country.</p> <p>someone who has seen something happen and can give a first-hand account.</p> <p>extreme lack of food, starvation.</p> <p>a large group of ships organised under one commander.</p> <p>a set of ideas that have been passed down from one generation to another.</p> <p>belonging naturally to a place; native; not introduced from somewhere else.</p> <p>a person who puts money into property or projects with the aim of receiving profit.</p> <p>the science of deciding your position and planning and following a route.</p> <p>a person who travels by sea to explore new places.</p> <p>to fear and believe in supernatural things such as evil spirits or ghosts.</p> |
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MODULE - B

SOCIAL STUDIES

Module B Title: Politics and Law – Early Governance to 1684

Sequence Reference: P4 SS-B

PHASE A

PHASE B

PS

P1

P2

P3

P4

P5

P6

Time allotted: 8 weeks

Performance Strand

Civics (C)

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

Performance Statement & Essential Questions

Bermuda performance standard:

Civics

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

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

Possible Essential Questions:

- What is power and authority?
- How is power gained?
- What is government?
- How are governments organized in the community and country?
- What are the rights and responsibilities of people in a group and of those in authority?

Assessment Indicators:

Curriculum Objectives & Content Detail:

The students will produce evidence that demonstrates their ability to:

SS.P4.C1a Describe the structure of Bermuda’s government.

SS.P4.C1b Explain the function of government.

SS.P4.C1c Explain how government has changed over time.

(C1: reasons for government and compare types of governments) – I, II, III, IV & V

SS.P4.C2a Identify and understand the importance of citizenship traits.

(C2: citizenship behavioural traits) - II

SS.P4.H4a Explain how the early governance of Bermuda influenced its development 1612-1619.

(H4: influence of early governance) – IV & V

Student outcome:

At the end of this module the student should understand the difference between power and authority, how they are gained and used.

At the end of this module, students will:

- I. Identify who held *authority* over the shipwreck survivors and why.
- II. Evaluate the *Problem Solving* skills of the shipwreck survivors: Conflict, problems & solutions in 1609 and 1610.
- III. Understand the *Corporate colony* concept & the key decisions of the first 3 governors:
 - Type of ownership
 - Laws under Moore & Tucker
 - Butler, Parliament begins & its first laws
- IV. Compare the organization of the first Parliament to that of today. Why do you think it is different?
- V. Outline the reasons Bermuda became a *Crown Colony* in 1684? the type of colony Bermuda is today? And how it is different?

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|---|---|
| Module B Title: Politics and Law | Sequence Reference: P4 SS-B |
| <p style="text-align: center;">Recommended Instructional Strategies:</p> | <p style="text-align: center;">Recommended Formative Assessment Strategies:</p> |
| <p>Teachers will enhance instruction by utilising the following:</p> <ul style="list-style-type: none"> • Learning comprehension activities: see pp. 23, 30 & 36 of textbook. • Create scenarios that give students the opportunity to become engaged in conflict resolution- problem solving. • Chart cause and effect. • Illustrate understanding of change over time by comparing and contrasting past and present government structures. • Structured field trip to St. George’s- sketch or photograph the layout of the town as far as State House, state church, Government House, jail, etc. Compare it to the layout of Hamilton City. • Create a PowerPoint presentation. <p>ELA objectives that may be considered for integration:</p> <p><i>Phonics, Spelling & Vocabulary-</i></p> <ul style="list-style-type: none"> • Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. <p><i>Reading-</i></p> <ul style="list-style-type: none"> • Distinguish between fact and opinion in print & ICT sources. • Understand how points are ordered to make a coherent argument. <p><i>Writing-</i></p> <ul style="list-style-type: none"> • Collect and present information from non-fiction texts • Make short notes from a text and use these to aid writing • Summarise a sentence or a paragraph in a limited number of words <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> • Listen carefully in discussion, contributing relevant comments & questions. • Deal politely with opposing points of view. <p>IT objectives that may be considered for integration:</p> <ul style="list-style-type: none"> • Uses basic presentation software tools. • Identify/select appropriate tool for task. • Format text using a word processor. • Use basic desktop publishing techniques. | <p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • Drama – skits or models • Writing assignments grades with rubrics – letters, plays, diaries, newspaper article, historical fiction • Analyze primary sources • Use graphic organizers • 3minute speech • Class participation • Teacher observation • Self-evaluation • Video an interview • Tests composed of questions representing various levels of thinking skills: <ul style="list-style-type: none"> - multiple choice - essays - short sentences - stimulus based - problem based |

Summative Assessment:

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

- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives

Special Resources:

(materials, equipment & community involvement)

- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- computer
- Echoes of Bermuda’s Past
- library
- maps
- newspapers
- video tape (Bermuda Day Parade)
- websites

References - Teacher:

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- www.bnt.bm
- Bermudian magazine
- Dept. of Community and Cultural Affairs- www.communityandculture.bm
- Newspaper articles
- NIE
- St. George’s Foundation- www.stgeorgesfoundation.org
- The 375th Anniversary of Parliamentary Institutions in Bermuda 1995
- Video tapes

References - Student:

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

Glossary:

- | | |
|--|---|
| <ol style="list-style-type: none"> authority corporate colony crown colony democracy dictatorship governor parish Parliament tribe | <p>power or right to enforce obedience.</p> <p>a settlement governed by a company.</p> <p>a settlement governed by a country.</p> <p>a country that has an elected government.</p> <p>a country that is governed by a person who has complete power over everyone else.</p> <p>a ruler of a region or country.</p> <p>one of the nine political divisions of Bermuda.</p> <p>a law making body like that of the U.K.</p> <p>the original name given to Bermuda’s divisions before parishes.</p> |
|--|---|

MODULE - C

SOCIAL STUDIES

Module C Title: Economy and Technology – Economic Activities to 1684

Sequence Reference: P4 SS-C

Time allotted: 8 weeks

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

Performance Strand

Economic (E)

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

History (H)

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

Performance Statements & Essential Questions

Bermuda performance standard:

Economics

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

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

History

H1 The student will produce evidence that demonstrate their ability to organise information chronologically and understand the sequence and relationship of events.

H3 The student will produce evidence that demonstrate their ability to comprehend, analyse and interpret historical events and issues from different perspectives by using various types of information, including data.

Possible Essential Questions:

- How do people decide what to produce and what services to provide?
- How does the availability of resources influence economic decisions?
- What do we mean by technology?
- What can be learned from the past about how new technologies resulted in societal change?

Assessment Indicators:

Curriculum Objectives & Content Detail:

The students will produce evidence that demonstrates their ability to:

SS.P4.E1a Describe the role of money, banking and savings in everyday life.

SS.P4.E1b Describe and explain how money makes it easier to trade, borrow, save, invest and compare the value of goods and services.

SS.P4.E1c Describe the development of the main economic activities in Bermuda to 1684.

SS.P4.E1d Identify various types of payments that can be made to an investor.

(E1: concept of money & its use) – II & III

SS.P4.E3a Describe how technology affects people's lives and how the community operates.

(E3: impact of technology) - IV

SS.P4.H1a Create a tiered timeline and/or graphic organiser.

(H1: chronology understanding) – I & IV

SS.P4.H3a Recognise instances in which more than one interpretation of factual material is valid.

SS.P4.H3b Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives.

(H3: comprehends, analyses & interprets historical events and issues and understands different perspectives)- I & III

Student outcome:

At the end of this module the student should understand Bermuda's early economic activities, type of labour and transportation used.

At the end of this module, students will:

- I. Identify and research the main economic activities of the settlers to 1684.
 - tobacco growing
 - Agriculture
- II. Explain how the shareholders in the Virginia Company were rewarded
 - Norwood's map & economic divisions, including the Overplus.
- III. Outline the organisation of trade and labour in Bermuda under the Company.
 - trade restrictions
 - first money
 - indentures, slavery and manual free labour
- IV. Explain the main modes of transportation.
 - horse/donkey
 - walking
 - boat

| | |
|---|--|
| Module C Title: Economy and Technology | Sequence Reference: P4SS-C |
| Recommended Instructional Strategies: | |
| <p>Teachers will enhance instruction by utilizing the following:</p> <ul style="list-style-type: none"> • Learning comprehension activities: see pp. 30 & 36 of textbook • Chart cause and effect • Illustrate understanding of change over time by comparing and contrasting past and present economic activities • Structured field trip to St. George's- Create a PowerPoint presentation or video identifying existing evidence of past economic activities. <p>ELA objectives that may be considered for integration:</p> <p><i>Phonics, Spelling & Vocabulary-</i></p> <ul style="list-style-type: none"> • Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot. <p><i>Reading-</i></p> <ul style="list-style-type: none"> • Investigate past, present and future tenses of verbs. • Understand how paragraphs & chapters are used to organize ideas. • Note key words and phrases to identify the main points in a passage <p><i>Writing-</i></p> <ul style="list-style-type: none"> • Elaborate on basic information with some detail. • Begin to use paragraphs more consistently to organise and sequence ideas. <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> • Vary the use of vocabulary and level of detail according to purpose. <p>IT objectives that may be considered for integration:</p> <ul style="list-style-type: none"> • Use age appropriate applications to edit computer generated documents • Format text using a word processor • Use basic desktop publishing techniques • Use graphics software tools • Identify/select appropriate tool for task • Use technology tools to collaborate with others to solve problems or present ideas | <p>Recommended Formative Assessment Strategies:</p> <p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • Writing assignments grades with rubrics – letters, diaries, newspaper article, historical fiction • Class participation • Teacher observation • Self-evaluation • Illustrations: model, drawing, etc. • Oral presentation • Tests composed of questions representing various levels of thinking skills: <ul style="list-style-type: none"> - multiple choice - essays - short sentences - stimulus based |
| Summative Assessment: | |
| <p>Assessments given at the end of a module where the data is used to generate grades.</p> <ul style="list-style-type: none"> • Tests – multiple choice, essays, short answers, stimulus based questions • Historical performance, product and presentations (see rationale page) <p>Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives</p> | |

Special Resources:

(materials, equipment & community involvement)

- Bermuda Connections Kit
- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- Echoes of Bermuda's Past
- video tape (Bermuda Day Parade)
- websites
- globes
- computer
- library
- maps
- newspapers
- fictional and non-fictional book stories

References - Teacher:

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- www.bnt.bm
- Bermudian magazine
- Dept. of Community and Cultural Affairs- www.communityandculture.bm
- Newspaper articles
- NIE
- St. George's Foundation- www.stgeorgesfoundation.org
- Video tapes

References - Student:

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

Glossary:

- | | |
|---------------------------|--|
| 1. apprentice | a person who receives low wages in order to learn a trade. |
| 2. cash crop | a plant grown to sell. |
| 3. currency | a system of money or barter of goods for trade. |
| 4. enslavement | forcing someone to lose their freedom of choice; making them a slave. |
| 5. indentured | working off a payment for something, such as passage to the New World. |
| 6. maritime | connected to the sea. |
| 7. profit | financial gain. |
| 8. self-sufficient | able to satisfy one's own needs with no outside help. |
| 9. shareholder | one who holds a part of the ownership of something. |
| 10. slave | a person who is owned by another person and is made to work hard for little or no pay. |

MODULE - D

SOCIAL STUDIES

Module D Title: Environment – Geographic Beginnings

Sequence Reference: P4 SS-D

Time allotted: 8 weeks

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

Performance Strand

Geography (G)

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

History (H)

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

Performance Statements & Essential Questions

Bermuda performance standards:

Geography

- G1** - The student will produce evidence that demonstrate their ability to use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.
- G2** - The student will produce evidence that demonstrate their ability to use information on the physical and human features of places to define and study regions and their patterns of change.

History

- H5** - The student will produce evidence that demonstrate their ability to recognise patterns of change both globally and regionally and understand that changes within individual countries are influenced by global power changes.

Possible Essential Questions:

- Where am I?
- How are regions defined?
- What are the physical and human characteristics of place?
- What are similarities and differences between places near and far?

Assessment Indicators:

The students will produce evidence that demonstrates their ability to:

SS.P4.G1a Create and interpret maps of Bermuda and the world, using 8 cardinal directions, symbols and simple legends.

SS.P4.G1b Identify and describe major land forms and water bodies in Bermuda, e.g., hills, marsh, ocean, arable land, golf courses.

SS.P4.G1c Identify and locate Bermuda, the continents, the Caribbean, the Azores and Great Britain on a map.

(G1: use geography tools to locate, obtain, process & report information) –II, III & V

SS.P4.G2a Describe Bermuda's industries in relation to its location and availability of resources.

(G2: geographic influence on change) – I & IV

SS.P4.H5a Connect the economic changes in 16th century Europe to the discovery of Bermuda, e.g., search for sea routes to Asia as land routes were closed, Bermuda's location in the mid-Atlantic between Europe and Americas.

(H5: global connectedness)

Student outcomes:

At the end of this module the student should understand the significance of location and its influence on development.

Curriculum Objectives & Content Detail:

At the end of this module, students will:

- I. Understand Bermuda's geographic *origins*:
 - volcanic eruptions
 - original environment state –floral & fauna
 - land use before settlement
- II. Explain the importance of *location*
 - 8 cardinal directions
 - location of continents & Bermuda
 - Bermuda's coordinates(latitude & longitude)
 - old & new worlds – hemispheres
 - position in sea route to the East
 - landmark for return journey to Europe- ocean currents & trade winds
 - replenish supplies/storms/reefs
- III. Bermuda's *physical geography*:
 - major landforms
 - water bodies
 - bridges of Bermuda
- IV. *Geographical influences*:
 - influence of geography on physical, social & economic life
 - fulfilling needs
- V. Compare and contrast:
 - differences between England & Bermuda- climate, resources, size & development at that time- adaptation
 - Somers' map- compare to present day map

| | |
|---|---|
| Module D Title: Environment | Sequence Reference: P4SS-D |
| Recommended Instructional Strategies: | |
| <p>Teachers will enhance instruction by utilizing the following:</p> <p>ELA objectives that may be considered for integration:</p> <p><i>Phonics, Spelling & Vocabulary-</i></p> <ul style="list-style-type: none"> • Seek alternatives for overused words & expressions. <p><i>Reading-</i></p> <ul style="list-style-type: none"> • Read newspaper reports & consider how they engage the reader. • Recognise meaning in figurative language. • Identify adverbs & their impact on meaning. <p><i>Writing-</i></p> <ul style="list-style-type: none"> • Begin to adopt a viewpoint as a writer, expressing opinions about characters or places. • Explore the layout and presentation of writing, to fit its purpose. <p><i>Speaking and Listening-</i></p> <ul style="list-style-type: none"> • Listen carefully in discussion, contributing relevant comments and questions. <p>IT objectives that may be considered for integration:</p> <ul style="list-style-type: none"> • Use age appropriate applications to edit computer generated documents. • Format text using a word processor. • Use basic desktop publishing techniques. • Use graphics software tools. • Identify/select appropriate tool for task. • Use technology tools to collaborate with others to solve problems or present ideas. <p>Science objectives that may be considered for integration:</p> <ul style="list-style-type: none"> • Investigate how different animals are found in different habitats and are suited to the environment in which they are found • Use simple identification keys • Recognize ways that human activity affects the environment | <p>Recommended Formative Assessment Strategies:</p> <p>Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.</p> <ul style="list-style-type: none"> • Writing assignments grades with rubrics – letters, diaries, newspaper article, historical fiction • Class participation • Teacher observation • Self-evaluation • Illustration: model, drawing, etc. • Oral presentation • Tests composed of questions representing various levels of thinking skills: <ul style="list-style-type: none"> - multiple choice - essays - short sentences - stimulus based |

Summative Assessment:

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

- Tests – multiple choice, essays, short answers, stimulus based questions
- Historical performance, product and presentations (see rationale page)

Note: essays can be informational, letters, stories that address problems and issues, explanations, persuasive, narratives

Special Resources:

(materials, equipment & community involvement)

- Bermuda Bridges – PowerPoint presentation
- Bermuda Connections Kit
- Bermuda Five Centuries
- Bermuda Millennium Historical Film Series
- computer
- Echoes of Bermuda’s Past
- fictional and non-fictional book stories
- globes
- library
- maps
- newspapers
- video tape (Bermuda Day Parade)
- websites

References - Teacher:

- Bermuda Atlas
- Bermuda books
- Bermuda dvds
- Bermuda Five Centuries
- Bermuda National Trust- www.bnt.bm
- Bermudian magazine
- Dept. of Community and Cultural Affairs- www.communityandculture.bm
- Newspaper articles
- NIE
- St. George’s Foundation- www.stgeorgesfoundation.org
- Video tapes

References - Student:

- Bermuda Atlas
- Bermuda Five Centuries for young people
- Newspapers
- Student Knowledge

Glossary:

- | | |
|--------------------------|---|
| 1. environment | natural surroundings |
| 2. fauna | animals of a particular region |
| 3. flora | plants of a particular region |
| 4. hemisphere | one half of Earth |
| 5. landform | a shape or type of land |
| 6. landmark | conspicuous object |
| 7. latitude | the distance north or south of the Equator |
| 8. location | particular place |
| 9. longitude | the distance east or west of the Prime Meridian |
| 10. ocean current | a fast moving stream of water in the ocean created by uneven heating of Earth’s surface |
| 11. trade winds | winds that blow clockwise around the southern Atlantic Ocean |
| 12. volcano | mountain or hill from which lava or steam escapes |

APPENDIX

Specific Strategies for Assessing Higher-Order Thinking

| To Assess How Well Students Can ... | Provide This Kind of Material ... | And Ask Students To ... |
|--|---|--|
| Focus on a question or identify the main idea | A text, speech, problem, policy, political cartoon, or experiment and results | <ul style="list-style-type: none"> Identify the main issue, the main idea, or the problem, and explain their reasoning |
| Analyze arguments | A text, speech, or experimental design | <ul style="list-style-type: none"> Identify what evidence the author gives that supports (or contradicts) the argument Identify assumptions that must be true to make the argument valid Explain the logical structure of the argument (including identifying irrelevancies, if they exist) |
| Compare and contrast | Two texts, events, scenarios, concepts, characters, or principles | <ul style="list-style-type: none"> Identify elements in each Organize the elements according to whether they are alike or different |
| Evaluate materials and methods for their intended purposes | A text, speech, policy, theory, experimental design, work of art | <ul style="list-style-type: none"> Identify the purpose the author or designer was trying to accomplish Identify elements in the work Judge the value of those elements for accomplishing the intended purpose Explain their reasoning |
| Put unlike things together in a new way | A complex task or problem | <ul style="list-style-type: none"> Generate multiple solutions <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Plan a procedure <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Produce something new |
| Assess their own work | A set of clear criteria and one or more examples of their own work | <ul style="list-style-type: none"> Identify elements in their own work Evaluate these elements against the criteria Devise a plan to improve |

| To Assess How Well Students Can ... | Provide This Kind of Material ... | And Ask Students To ... |
|--|---|--|
| Make or evaluate a deductive conclusion | Statement or premises | <ul style="list-style-type: none"> • Draw a logical conclusion and explain their reasoning OR <ul style="list-style-type: none"> • Select a logical conclusion from a set of choices OR <ul style="list-style-type: none"> • Identify a counter-example that renders the statement untrue |
| Make or evaluate an inductive conclusion | A statement or scenario and information in the form of a graph, table, chart, or list | <ul style="list-style-type: none"> • Draw a logical conclusion and explain their reasoning OR <ul style="list-style-type: none"> • Select a logical conclusion from a set of choices |
| Evaluate the credibility of a source | A scenario, speech, advertisement, Web site or other source of information | <ul style="list-style-type: none"> • Decide what portion of the information is believable, and explain their reasoning |
| Identify implicit assumptions | An argument, speech, or explanation that has some implicit assumptions | <ul style="list-style-type: none"> • Explain what must be assumed (taken for granted) in order for the argument or explanation to make sense OR <ul style="list-style-type: none"> • Select an implicit assumption from a set of choices |
| Identify rhetorical and persuasive strategies | A speech, advertisement, editorial, or other persuasive communication | <ul style="list-style-type: none"> • Identify elements of the communication that are intended to persuade, and explain why • Identify any statements or strategies that are intentionally misleading, and explain why |
| Identify or define a problem | A scenario or problem description | <ul style="list-style-type: none"> • Identify the problem that needs to be solved OR <ul style="list-style-type: none"> • Identify the question that needs to be answered |
| Identify irrelevancies to solving a problem | A scenario or problem description that may include some irrelevant material | <ul style="list-style-type: none"> • Identify the elements that are relevant and irrelevant to solving the problem, and explain their reasoning |
| Describe and evaluate multiple solution strategies | A scenario or problem description | <ul style="list-style-type: none"> • Solve the problem in two or more ways • Prioritize solutions and explain their reasoning |

| To Assess How Well Students Can ... | Provide This Kind of Material ... | And Ask Students To ... |
|---|---|--|
| Model a problem | A scenario or problem description | <ul style="list-style-type: none"> • Draw or diagram the problem situation |
| Identify obstacles to solving a problem | A scenario or problem description | <ul style="list-style-type: none"> • Explain why the problem is difficult • Describe obstacles to solving the problem • Identify additional information needed for solving the problem |
| Reason with data | A text, cartoon, graph. Data table, or chart and a problem that requires this information for its solution | <ul style="list-style-type: none"> • Solve the problem and explain their reasoning |
| Use analogies | A scenario or problem description (and possibly a solution strategy) | <ul style="list-style-type: none"> • Solve the problem and explain how the solution would apply to other scenarios or problems <p>OR</p> <ul style="list-style-type: none"> • Explain how the solution would apply to other scenarios or problems |
| Solve a problem backward | A scenario or problem description and a desired end state or solution | <ul style="list-style-type: none"> • Plan a strategy to get to the end state from the problem statement <p>OR</p> <ul style="list-style-type: none"> • Describe how to reason backward from the solution to the question |
| Think creatively | A complex problem or task that requires either brainstorming new ideas or reorganizing existing ideas or a problem with no currently known solution | <ul style="list-style-type: none"> • Produce something original <p>OR</p> <ul style="list-style-type: none"> • Organize existing material in new ways <p>OR</p> <ul style="list-style-type: none"> • Reframe a question or problem in a different way |

Susan M. Brookhart, How To Assess Higher-Order Thinking Skills in your classroom (Virginia: ASCD, 2010).

BALANCED ASSESSMENT PROCESS

(adapted from a workshop by Dr. John Brown from ASCD)

The teacher should use a “**photo album**” approach to assessing and evaluating student progress by using multi types of assessment instead of limited “**snapshots**”. Focus should be on continuous performance rather than isolated events.

KEY ELEMENTS:

1. **Constructed-Response Items on Tests and Quizzes** – Include on every test or quiz some form of short or extended performance task, eg., writing, observation activity, comparative analysis.
2. **Reflective Assessments** – Encourage all students to reflect, revise, rethink and self-assess through such tools as reflective journals, think logs, evaluation activities, think-pair-share and KWL.
3. **Academic Prompts** – Structure performance assessment tasks using a written prompt that describes the format, audience, topic and purpose of the assessment activity.
4. **Culminating Performance Assessment Tasks and Projects** – At key points throughout the year, students demonstrate independently their growing knowledge, skills and understandings by engaging in reality-based projects with real world goals, roles, audiences, situations, products and performances and carefully-articulated standards.
5. **Portfolio Assessment** – A collection of student work that consists of representative artifacts as well as students’ self-reflections and self-evaluations of their formative and summative progress relative to identified standards.

1. Constructed-Response Tests and Quiz Items

- Examine the following political cartoons. Write one paragraph analysis of how they reflect different perspectives (point of views) on the outcome of the recent election.
- Write a postcard to a student who was absent during our study of how laws are made in Bermuda explaining the process and its importance.
- Imagine that you are a reporter working during the time that cars were allowed on Bermuda’s roads for the general public. Write a brief news article summarizing the causes for this change of mind by the government and the effects it had on the economic, social and physical environments.
- Create a PowerPoint slide that includes a minimum of four elements we studied during this unit.

2. Reflective Assessments

- **Reflective Journals** – Students do in-class timed writings in which they reflect upon key aspects of that day’s lesson or their progress over the course of the current unit.
 - What were the most important elements of our lesson today?
 - How does what we learned today relate to our world beyond the classroom?
 - What aspects of the unit so far have been most clear to you?
 - Are there any unit elements to this point about which you are confused? Why?

- **Think Logs** – Students are asked to reflect upon and evaluate the extent to which they understand and can use specific thinking skills, procedures, and/or habits of mind.
 - 🌐 During this unit we emphasized the thinking skill of classification. As we conclude this unit, how would you define “classification”? How well do you understand this skill? Are there any aspects of it with which you need help? Why?
 - 🌐 In our unit on the wreck of the Sea Venture, we emphasized the procedure of decision-making. How would you explain this procedure to a friend? How comfortable are you in applying this procedure now as we conclude our unit?
- **Self-Assessment and Evaluation Activities**
 - 🌐 Before you turn in your research paper, use its rubric to self-Evaluate your final product. Which aspects of your paper do you consider to be your strongest? For future projects, on which aspects of the research process do you need to improve? Why?
 - 🌐 We are all responsible for contributing to a community of learning in our classroom. Take some time now to reflect in your journal about your role in this process. What are your major contributions? In what ways, if any, might you improve next quarter? Why?
- **Collaborative Evaluation Strategies**

Students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection.

- 🌐 Listen to the following question about technology in our world: “What would happen if the Internet were to disappear tomorrow? How would Our world change?” Think about this question and spend a few minutes individually brainstorming possible consequences. Then pair up with another student. Discuss your reactions together. Be prepared to share your responses with the rest of the class at the end of ten minutes.

- 🌐 **Peer Response Group Activity** – Now that you have completed your initial draft of your persuasive essay, form peer response groups of two to three students. Each of you will read your draft to the other members of the group. Use our class rubric on persuasive writing to apply the **P-Q-P process**:
 - Praise** – What did you particularly like and what was particularly effective about the essays of your partners?
 - Question** – Are there any questions your partners’ essays raise?
 - Polish** – Based upon the criteria in our rubric, are there any suggestions for revision that you can make?

3. Academic Prompts

Elements of an Effective Academic Prompt:

- **FORMAT** – The form (letter, postcard, essay, debate) in which the student is to present their response to the prompt.

- b. AUDIENCE – The individual or group to whom the response is to be addressed. The audience will determine the tone, approach, and voice to be adopted by the student.
- c. TOPIC – The content upon which the student is to concentrate in generating their response to the prompt.
- d. PURPOSE – The rationale or reason(s) to be addressed in generating the performance identified by the prompt.

🌐 Imagine that you are one of the survivors from shipwreck of the Sea Venture. Write a letter (format) to Sir Thomas Gates (audience) explaining why you would like to remain in Bermuda (topic) and not continue the journey to Jamestown (purpose).

🌐 Select one of the historical figures we have studied. Write a letter to the editor (format and audience) of a newspaper from the time period in which you present your views (purpose) about a significant issue or problem that dominated the era in which you lived and about which you had a deep concern (topic).

4. Culminating Performance Assessment Tasks and Projects

G = Real-World Goal(s): An effective project engages students in tasks that are reality-based and aligned with the types of activities engaged in by professionals in the field.

R = Real-World Role(s): A successful culminating project requires that students assume some form of authentic role other than that of “student”.

A = Real-World Audience(s): Performance-based culminating projects ask students to respond to an authentic audience, modifying their content and approach to accommodate the unique needs and expectations of that real or simulated individual or group.

S = Authentic Situation(s): Good projects always engage students in some form of reality-based problem solving, decision making, investigation, or invention process.

P = Products and Performances: An effective culminating task requires that students generate both a real-world product and present that product in some form of performance or presentation for the identified audience.

S = Standards: All effective projects include clearly articulated standards to be used to evaluate both final products and performances.

🌐 You and your family are thinking about embarking upon a trip across the Atlantic Ocean from England to Bermuda during the early 17th century. At the conclusion of your trip, you will be able to settle in a territory of your choice, if you and your relatives survive the journey. Your job, however, is to persuade the other members of your family that the potential benefits of the trip outweigh the potential hazards. Create a visual presentation for your family members in which you map out the route you propose, identifying potential hazards and problems that you may encounter together. Project how long the trip will take, the materials and

supplies you will need to gather, and problem solving strategies for addressing hazards that may arise. Based upon your knowledge of what awaits you at the end of the journey, convince your family members to take the chance and go on the trip with you. You will be evaluated on the accuracy of your presentation, its persuasiveness and its demonstration of your problem solving ability.

- 🌐 We have been asked to apply to become a part of a global Environmental Study on Ecosystems of which Bermuda is a part. Your findings will compare Bermuda with another country and be reported to a panel of experts from the National Science Foundation. Before we can undertake this comparison, we have to prove that we are knowledgeable about Bermuda's flora and fauna, as well as about the scientific, ecological, social and economic problems confronting Bermuda and Portugal. We will form groups of three or four individuals from our class, each of which will create a report comparing some aspect of Bermuda and Portugal's environment and what is happening there currently. Groups will be responsible for researching a particular question related to a key problem or issue. They will choose how to present their findings and conclusions to the NSF review panel. We will be evaluated on the accuracy of our findings, the thoroughness of our research and the originality of our presentation style and format.

5. Portfolio Assessment

- 🌐 Student work products and artifacts representing all facets of standards mastery
- 🌐 Self-selected work products and artifacts that demonstrate student self-knowledge and self-reflection
- 🌐 On-going reflections and analyses by student related to continuous Progress
- 🌐 Periodic self-evaluations using consensus-driven rubrics and related scoring tools

Adapted from Understanding by Design, Jay McTighe and Grant Wiggins

Authentic Learning for the 21st Century

Learning researchers have distilled the essence of the authentic learning experience down to 10 design elements, providing educators with a useful checklist that can be adapted to any subject matter domain.

1. **Real-world relevance:** Authentic activities match the real-world tasks of professionals in practice as nearly as possible. Learning rises to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic – and highly social – context mimicking “the ordinary practices of the disciplinary culture.
2. **Ill-defined problem:** Challenges cannot be solved easily by the application of an existing algorithm; instead, authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.
3. **Sustained investigation:** Problems cannot be solved in a matter of minutes or even hours. Instead, authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.
4. **Multiple sources and perspectives:** Learners are not given a list of resources. Authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources, and requires students to distinguish relevant from irrelevant information in the process.
5. **Collaboration:** Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.
6. **Reflection (metacognition):** Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.
7. **Interdisciplinary perspective:** Relevance is not confined to a single domain or subject matter specialization. Instead, authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.
8. **Integrated assessment:** Assessment is not merely summative in authentic activities but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.
9. **Polished products:** Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.
10. **Multiple interpretations and outcomes:** Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.

Educational researchers have found that students involved in authentic learning are motivated to persevere despite initial disorientation or frustration, as long as the exercise simulates what really counts- the social structure and culture that gives the discipline its meaning and relevance. The learning event essentially encourages students to compare their personal interests with those of a working disciplinary community. “Can I see myself becoming a member of this culture? What would motivate me? What would concern me? How would I work with the people around me? How would I make a difference?”

Marilyn M. Lombardi, Authentic Learning for the 21st Century: An Overview, ed. Diana G. Oblinger (Educause Learning Initiative, 2007)

Example: Blueprint for Assessment on English Colonies, 1607-1750

| Content Outline | Remember | Understand | Apply | Analyze | Evaluate | Create |
|--------------------------------------|---|---|--------------|---|--|---------------|
| Founding of English colonies | Identify names, dates, and events. | | | | | |
| 10 points, 10% | 10 points, 100% | | | | | |
| Government of English colonies | Define proprietary, royal, and self-governing. | Describe the function of governors and legislatures in each colony. | | | Explain how the governments of the colonies effectively foreshadowed and prepared colonists for the American Revolution. | |
| 25 points, 25% | 5 points, 20% | 10 points, 40% | | | 10 points, 40% | |
| Life in English colonies | | Describe the roles of religion, work, climate, and location in colonial life. | | | | |
| 15 points, 15% | | 15 points, 100% | | | | |
| Relations with Native Americans | Identify names, dates, and events. | | | Explain how colonial relations with Native Americans were influenced by land, food and resources, political events, and the French. | | |
| 25 points, 25% | 5 points, 20% | | | 20 points, 80% | | |
| Trade, commerce, and navigation | Identify goods and resources produced in the colonies. Define the mercantile theory of trade. | Describe British trade and navigation acts. Describe the triangular trade, including its role in slavery. | | | Explain how salutary neglect benefited all parties involved. | |
| 25 points, 25% | 5 points, 20% | 5 points, 20% | | | 15 points, 60% | |
| Total 100 points 100% | 25 points, 25% | 30 points, 30% | | 20 points, 20% | 25 points, 25% | |

Susan M. Brookhart, How To Assess Higher-Order Thinking Skills in your classroom (Virginia: ASCD, 2010).

Blueprint for Assessment on _____

| Content Outline | Remember | Understand | Apply | Analyze | Evaluate | Create |
|------------------------|-----------------|-------------------|--------------|----------------|-----------------|---------------|
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| Total | | | | | | |
| 100 points | | | | | | |
| 100% | | | | | | |

Susan M. Brookhart, How To Assess Higher-Order Thinking Skills in your classroom (Virginia: ASCD, 2010).

What do historians do?

- Analyze primary sources
- Obtain and interrogate historical data from a variety of sources
- Support interpretations with historical evidence
- Analyze cause-and-effect relationships and multiple causation
- Analyze critically multiple sources of information
- Express themselves clearly orally and in writing

What do geographers do?

- Make a concise report
- Handle data
- Ask questions and find answers
- Make decisions about an issue
- Analyze material
- Organize themselves
- Think creatively and independently
- Communicate well
- Problem solve

What do economists do?

- study how society distributes resources, such as land, labor, raw materials, and machinery, to produce goods and services.
- conduct research,
- collect and analyze data,
- monitor economic trends,
- develop forecasts on a wide variety of issues, including energy costs, inflation, interest rates, exchange rates, business cycles, taxes, and employment levels, among others.

What do political scientists do?

- is an expert on the history, development, and applications of public policies and international relations
- conduct research and surveys on public opinion,
- advise politicians and important government officials
- provide commentary on policy decisions

Education for Sustainability

The education for sustainability framework (EfS) as advocated by the Cloud Institute (www.cloudinstitute.org) states that students should learn (know) and act upon (do) the following:

Cultural Preservation and Transformation –

Know: How the preservation of cultural histories and heritages, and the transformation of cultural identities and practices, contribute to sustainable communities.

Do: Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.

Responsible Local/Global Citizenship –

Know: The rights, responsibilities, and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities.

Do: Student will assume their roles of leadership and participation.

The Dynamics of Systems and Change-

Know: Fundamental patterns of systems including growth, decline, and vacillation. Students will know and understand the dynamic nature of complex living systems and change over time.

Do: They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect the future.

Sustainable Economics-

Know: The evolving theories and practices of economics and the shift toward integrating economic, natural, and social systems, to support and maintain life on the planet. Students will know and understand 21st century economic practices.

Do: Students will produce and consume in ways that contribute to the health of the financial, social, and natural capital.

Healthy Commons-

Know: That upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).

Do: Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities, and actions to care for the Commons.

Living Within Ecological/Natural Laws and Principles-

Know: The laws of nature and science principles of sustainability. Student will see themselves as interdependent with each other, all living things, and natural systems.

Do: Students will be able to put their knowledge and understanding to use in the service of their lives, their communities, and the places in which they live.

Inventing and Affecting the Future-

Know: The vital role of vision, imagination, and intention in creating the desired future.

Do: Students will design, implement, and assess actions in the service of their individual and collective visions.

Multiple Perspectives-

Know: The perspectives, life experiences, and cultures of others, as well as our own.

Do: Students will know, understand, value, and draw from multiple perspectives to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

A Sense of Place-

Know: The strong connection to the place in which one lives.

Do: Students will recognize and value the interrelationships between the social, economic, ecological, and architectural history of that place and contribute to its continuous health.

Heidi Hayes Jacobs, ed., Curriculum 21: Essential Education for a Changing World (Virginia: ASCD, 2010).

Self/Peer Checklist for Students
HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE

PROFILE OF: _____

COMPILED BY: _____ DATE: _____

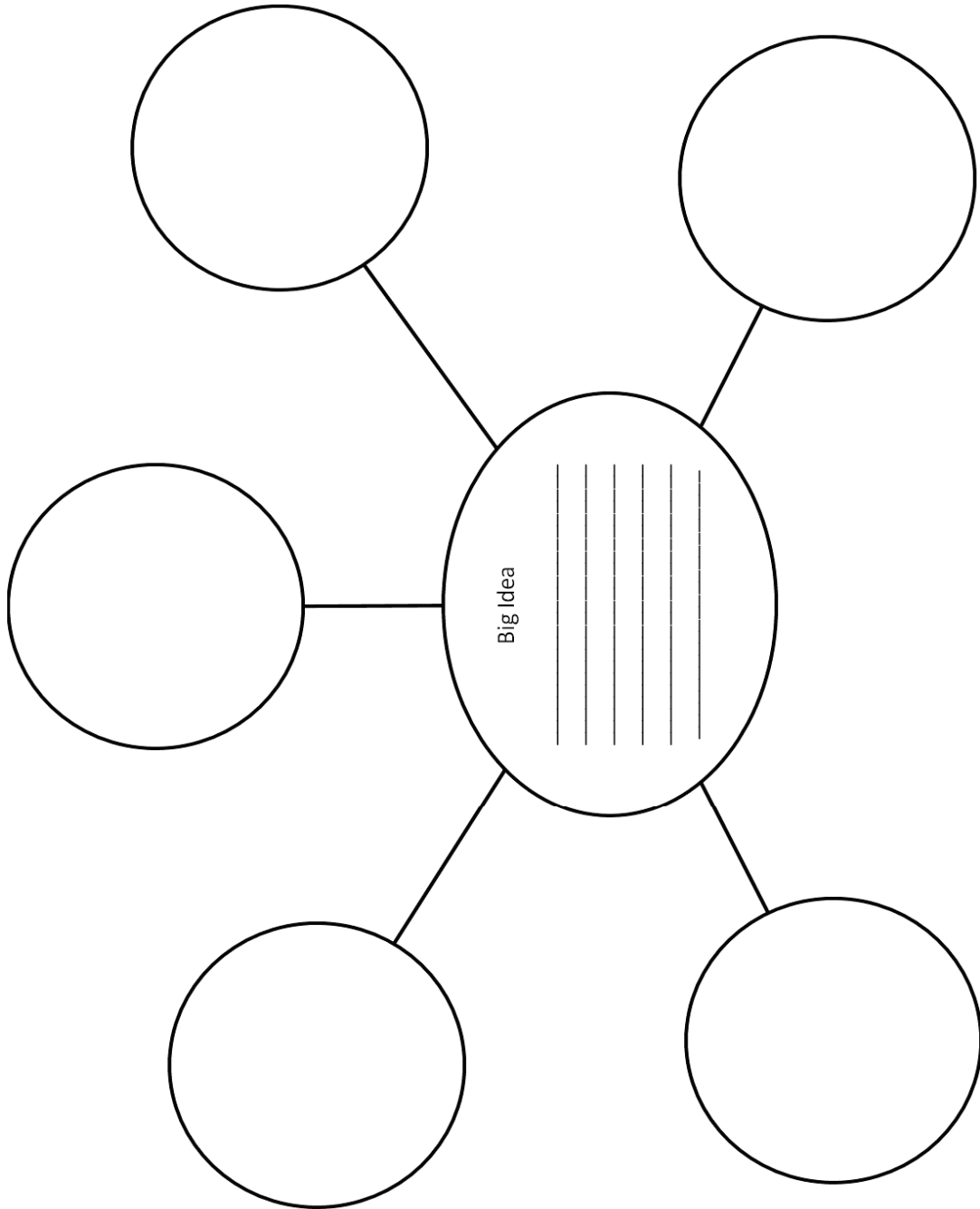
| 1. Never | 2. Seldom | 3. Occasionally | 4. Usually | 5. Frequently | 6. Always | 1 | 2 | 3 | 4 | 5 | 6 |
|---|------------------|------------------------|-------------------|----------------------|------------------|----------|----------|----------|----------|----------|----------|
| 1. I am able to form an opinion about what I am asked to consider. | | | | | | | | | | | |
| 2. I am able to express my opinion about what I am asked to consider. | | | | | | | | | | | |
| 3. I can interpret and appreciate what I know in different ways. | | | | | | | | | | | |
| 4. I want to learn more about things and issues that I don't know. | | | | | | | | | | | |
| 5. I accept and appreciate other people's ideas. | | | | | | | | | | | |
| 6. I am able to make connections between ideas and things that contribute to larger issues. | | | | | | | | | | | |
| 7. I am able to see my personal strengths and work toward increasing them. | | | | | | | | | | | |
| 8. I am able to see my personal weaknesses and work toward decreasing them. | | | | | | | | | | | |
| 9. I am able to evaluate objectively and accurately. | | | | | | | | | | | |
| 10. I am able to take an unpopular stand without fear of ridicule by my peers. | | | | | | | | | | | |
| 11. I am able to balance the demands of my life and school without feeling overwhelmed. | | | | | | | | | | | |
| 12. I am able to identify and understand other students' situations. | | | | | | | | | | | |
| 13. I am able to actively support others. | | | | | | | | | | | |
| 14. I am able to accept and appreciate other students' values, expression and capabilities. | | | | | | | | | | | |
| 15. I am able to function as a contributing member of a working group. | | | | | | | | | | | |
| 16. I am able to make and maintain friendships without difficulty. | | | | | | | | | | | |
| 17. I am able to take responsibility for my actions. | | | | | | | | | | | |
| 18. I am able to see the consequences of my actions. | | | | | | | | | | | |
| 19. I am able to approach problems calmly and realistically. | | | | | | | | | | | |
| 20. I am able to handle conflicts in a mature and responsible manner. | | | | | | | | | | | |
| 21. I am able to consult with others when I need help or support. | | | | | | | | | | | |
| 22. I am able to function effectively as a member of a democratic society. | | | | | | | | | | | |
| 23. I am able to see how my actions affect our environment and our world. | | | | | | | | | | | |
| 24. I am able to see how the actions of others affect our environment and our world. | | | | | | | | | | | |
| 25. I am able to apply my knowledge and understandings to my life away from school. | | | | | | | | | | | |
| 26. I am curious about and willing to use new technologies when searching for information. | | | | | | | | | | | |
| 27. I am able to consider and weigh the implications of potential change. | | | | | | | | | | | |
| 28. I am flexible and able to adapt to change. | | | | | | | | | | | |
| 29. I am an open-minded listener. | | | | | | | | | | | |
| 30. I am a good citizen. | | | | | | | | | | | |

BRAINSTORMING TOOL
INTEGRATING SOCIAL STUDIES, IT AND ENGLISH:
Level _____

| Social Studies (content) | English (skills) | IT (tools) |
|-------------------------------------|-----------------------------|-----------------------|
| | | |
| ACTIVITY/NOTES: | | |

Social Studies Module: _____

Make connections with Social Studies and other disciplines including the Arts.



PRIMARY 4 SOCIAL STUDIES

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

The teacher has created learning opportunities so the student can -

Module A - Society and Culture:

- H1a Create, use or interpret a tiered timeline or graphic organiser.
- H1b Place information in proper sequence, e.g. order of occurrence or order of importance.
- H2a Define and give examples of key vocabulary words, terms and concepts.
- H2b Use appropriate sources to gain meaning of essential terms.
- H2c Collect supporting evidence from primary sources.
- H2d Analyse year level appropriate sources.
- H3a Recognise instances in which more than one interpretation of factual material is valid.
- H3b Compare and contrast differences in the retelling of historical events, such as the first settlement, from different perspectives.
- H3c Demonstrate an understanding that people in different times and places view the world differently.
- G2a Describe Bermuda's industries in relationship to its location and availability of resources.
- C2b Explain the relevance of historical personalities, e.g. explorers, Sea Venture survivors and early settlers.

Module B - Politics and Law:

- C1a Describe the structure of Bermuda's government
- C1b Explain the function of government
- C1c Explain how government has changed over time.
- C2a Identify and understand the importance of citizenship traits.
- H4a Explain how the early governance of Bermuda influenced its development 1612-1619.

Module C - Economy and Technology:

- E1a Describe the role of money, banking and savings in everyday life.
- E1b Describe and explain how money makes it easier to trade, borrow, save, invest and compare the value of goods and services.
- E1c Describe the development of the main economic activities in Bermuda to 1684.
- E1d Identify various types of payments that can be made to an investor, like property shares.
- E3a Describe how technology affects people's lives and how the community operates.
- H1a Create a tiered timeline and/or graphic organiser.
- H3a Recognise instances in which more than one interpretation of factual material is valid.
- H3b Compare and contrast differences in the retelling of historical events such as the first settlement from different perspectives..

Module D - Environment:

- G1a Create and interpret maps of Bermuda and the world, using the 8 cardinal directions, symbols and simple legends.
- G1b Identify and describe major landforms and water bodies in Bermuda.
- G1c Identify and locate Bermuda, the continents, the Caribbean, the Azores and Great Britain on a map.
- G2a Describe Bermuda's early industries in relation to its location and availability of resources.
- H5a Connect the economic changes in 16th century Europe to the discovery of Bermuda.

