MIDDLE SCHOOL



MINISTRY OF EDUCATION
DEPARTMENT OF EDUCATION

Essential Curriculum

2008

Curriculum and Instructional Leadership
Performance Standards Summary

SOCIAL STUDIES

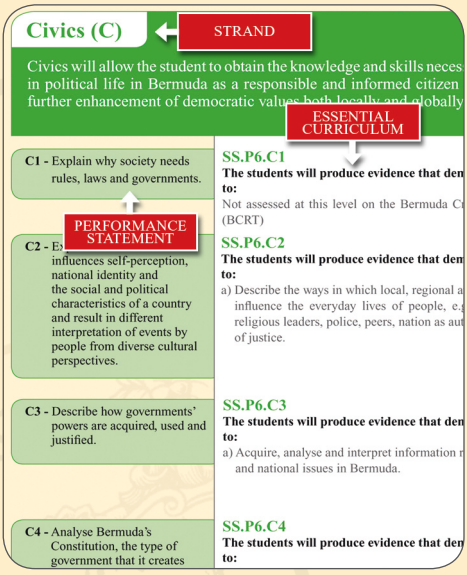

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PERFORMANCE STANDARDS ARE LEARNING EXPECTATIONS

"THE ESSENTIAL CURRICULUM"

The mission of the Bermuda Public School System (BPSS) is ***to be the first choice in education by providing rigorous and stimulating learning experiences in safe, responsive environments from which our students emerge confident and prepared to compete and contribute locally and globally.***

Performance Standards are statements of what students should know and be able to do and how they should demonstrate their knowledge and skills at the end of each year. Included within the Performance Standards document are **strands, performance statements** and **assessment indicators** for English language arts, mathematics, science and social studies. It is important to note that the assessment indicators listed in this booklet represents the **"Essential Curriculum."** They are the critical guidelines for ongoing and island-wide curriculum based assessment. They are guideposts in the journey our students make from the time they enter our schools to the time they graduate ***confident and prepared to compete and contribute locally and globally.***



Serving as guideposts, performance standards establish shared expectations for the:

- completion of each year of our school system,
- guidance in terms of how we may need to redirect our efforts during any given year of our school system
- direction in terms of what we should be able to expect of students entering each subsequent year of our school system.

As they serve as guideposts for teachers responsible for maximizing students' learning experiences, performance standards tell us not only the ***ultimate*** goals for each year level but also provide direction towards achievement of the goals ***during*** each year.

Bermuda Performance Standards will be used to:

- emphasize the concepts and processes all students should learn with understanding.
- provide explicit goals for student expectation at the end of each year.
- guide Bermuda Criterion Reference and classroom assessments

Bermuda Public School System Performance Standards

Social Studies (SS)

History (H)

Geography (G)

Civics (C)

Economics (E)

M1 SOCIAL STUDIES (SS)

Introduction to Social Studies Performance Standards 7
- History Standards
- Geography Standards
- Civics and Government Standards
- Economics Standards

References

History (H) 11
- H1 Organisation of Historical Information
- H2 Communication - Social Studies Analysis
- H3 Comprehension of Historical Issues
- H4 Development of Early Human Societies
- H5 Impact of Human Interaction on Social, Economic and Political Institutions and Development of Countries
- H6 Shifts in International Relationships
- H7 Impact of Political, Economic & Technological Issues Since 1990

Geography (G) 13
- G1 Geographic Representations
- G2 Regions and Their Patterns of Change
- G3 Human Migration and Settlement
- G4 Environmental Influences

Civics (C).....14
- C1 Laws and Government
- C2 Cultural Influences
- C3 Governments' Power
- C4 Bermuda's Constitution
- C5 Human Rights
- C6 Bermuda Symbols

Economics (E) 15
- E1 Use of Money
- E2 Bermuda's Economy and Career Choices
- E3 Economic Institutes
- E4 Goods and Services
- E5 Global Economics
- E6 Influence of Technology

M2 SOCIAL STUDIES (SS)

Introduction to Social Studies Performance Standards 7
- History Standards
- Geography Standards
- Civics and Government Standards
- Economics Standards

References

History (H) 17
- H1 Organisation of Historical Information
- H2 Communication - Social Studies Analysis
- H3 Comprehension of Historical Issues
- H4 Development of Early Human Societies
- H5 Impact of Human Interaction on Social, Economic and Political Institutions and Development of Countries
- H6 Shifts in International Relationships
- H7 Impact of Political, Economic & Technological Issues Since 1990

Geography (G) 19
- G1 Geographic Representations
- G2 Regions and Their Patterns of Change
- G3 Human Migration and Settlement
- G4 Environmental Influences

Civics (C).....20
- C1 Laws and Government
- C2 Cultural Influences
- C3 Governments' Power
- C4 Bermuda's Constitution
- C5 Human Rights
- C6 Bermuda Symbols

Economics (E) 21
- E1 Use of Money
- E2 Bermuda's Economy and Career Choices
- E3 Economic Institutes
- E4 Goods and Services
- E5 Global Economics
- E6 Influence of Technology

M3 SOCIAL STUDIES (SS)

Introduction to Social Studies Performance Standards 7
- History Standards
- Geography Standards
- Civics and Government Standards
- Economics Standards

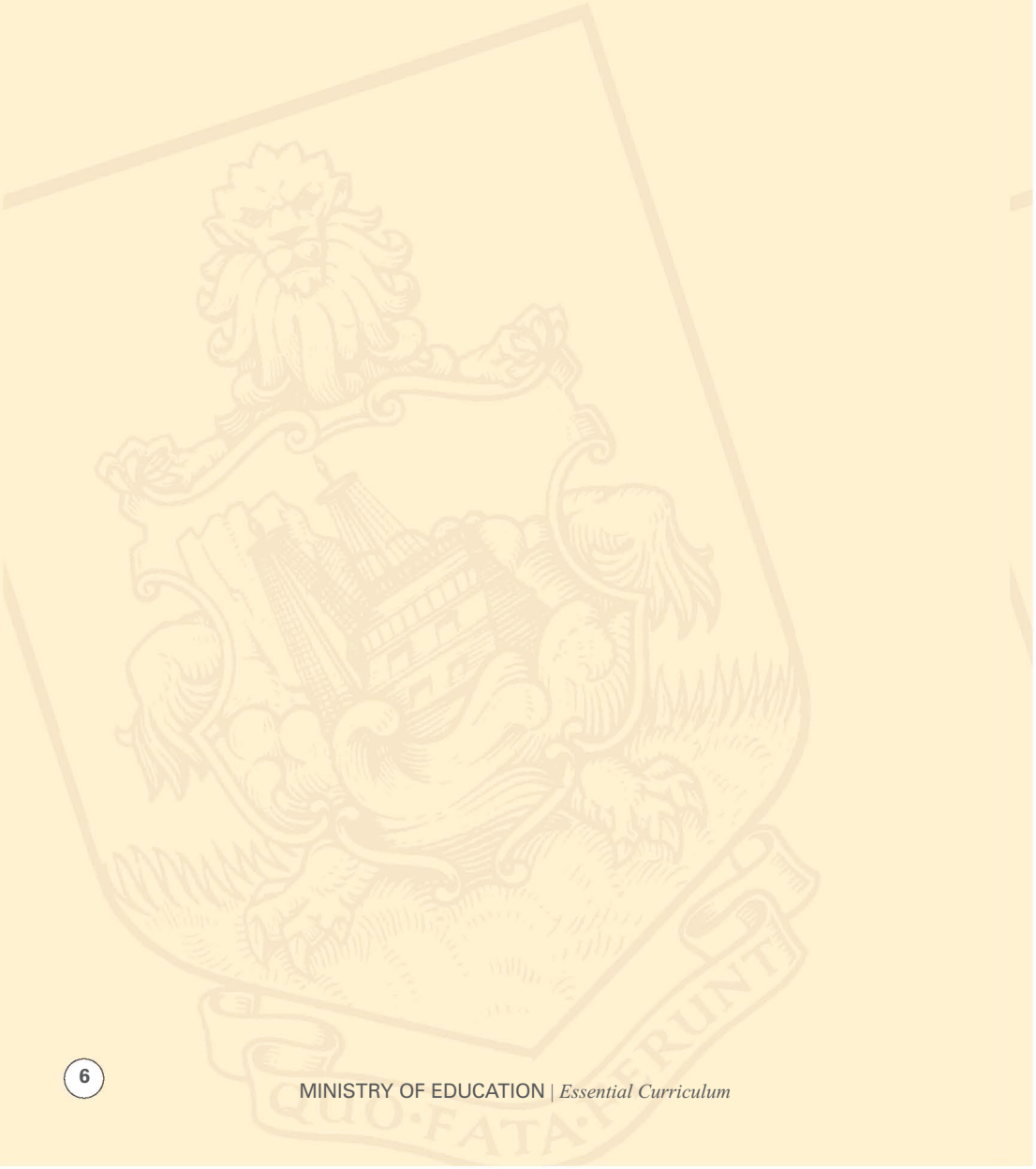
References

History (H) 23
- H1 Organisation of Historical Information
- H2 Communication - Social Studies Analysis
- H3 Comprehension of Historical Issues
- H4 Development of Early Human Societies
- H5 Impact of Human Interaction on Social, Economic and Political Institutions and Development of Countries
- H6 Shifts in International Relationships
- H7 Impact of Political, Economic & Technological Issues Since 1990

Geography (G) 25
- G1 Geographic Representations
- G2 Regions and Their Patterns of Change
- G3 Human Migration and Settlement
- G4 Environmental Influences

Civics (C).....26
- C1 Laws and Government
- C2 Cultural Influences
- C3 Governments' Power
- C4 Bermuda's Constitution
- C5 Human Rights
- C6 Bermuda Symbols

Economics (E) 27
- E1 Use of Money
- E2 Bermuda's Economy and Career Choices
- E3 Economic Institutes
- E4 Goods and Services
- E5 Global Economics
- E6 Influence of Technology



BERMUDA SOCIAL STUDIES PERFORMANCE STANDARDS (SS)

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good.

Expectations of Excellence Curriculum Standards for Social Studies: NCSS (1994)

The Bermuda Social Studies Performance Standards document endorses an international network of standards infused with Bermuda standards for social studies. The standards for social studies cover standards in critical thinking, history, geography, economics, civics/government, problem-solving and technology as it relates to social studies.

Most of the standards apply to all phase levels. However, the criteria by which to measure mastery of a standard will differ at each level and this will be shown separately. Also included in this document are additional assessment indicators. This section is displayed in green and reflects what will be taught and assessed in the classroom by the teacher during the course of the entire year.

The standards are aligned to the five goals that form the foundation for the Bermuda Social Studies Curricula and the ten social studies themes promoted by the NCSS. The Bermuda Social Studies Standards, if adhered to and taught effectively, with confidence, will help Bermuda's students to meet not only the national standards but also educational standards internationally.

HISTORY STANDARDS (H)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

The students will produce evidence that demonstrates their ability to:

H1 Organise information chronologically and understand the sequence and relationship of events.
H2 Communicate in various forms using social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making.
H3 Comprehend, analyse, and interpret historical information, including literature, documents and data to make decisions on appropriate and viable solutions to historical issues.
H4 Analyse the development of early human societies, civilisations and empires.
H5 Explain the impact of the interaction of people, culture, and ideas and analyse the effects it has on the social, economic and political institutions and development of countries and regions.
H6 Explain how shifts in international relationships and world power impacts on individual countries and world affairs recognising long-term changes and recurring patterns in world history.
H7 Identify and explain the political, economic, social and technological issues challenging the world since 1990.

GEOGRAPHY STANDARDS (G)

Geography will give the student an understanding of its three interrelated components- subject matter, skills, and perspectives. Subject matter (the Earth) provides the basis on which geographic skills are applied. Skills are: (1) asking geographic questions, (2) acquiring geographic information, (3) organising geographic information, (4) analysing geographic information, and (5) answering geographic questions about the Earth. Knowledge and skills must be considered from two perspectives – spatial and ecological (place). Space in the world is identified in terms of location, distance, direction, pattern, shape, and arrangement. Place is identified in terms of the relationships between physical environmental characteristics, such as climate, topography, and vegetation and human characteristics such as economic activity, settlement, and land use.

The student will produce evidence that demonstrates their ability to:

G1 Use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.
G2 Use information on the physical and human features and cultural characteristics of places to define and study regions and their patterns of changes including changes in distribution and importance of resources.

G3 Explain how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
G4 Apply geographic knowledge of people, place, and environments to interpret the past, understand the present, and plan for the future.

CIVICS AND GOVERNMENT STANDARDS (C)

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

The students will produce evidence that demonstrates their ability to:

C1 Explain why society needs rules, laws, and governments.
C2 Explain how culture influences self-perception, national identity, and the social and political characteristics of a country and result in different interpretations of events by people from diverse cultural perspectives.
C3 Describe how governments' powers are acquired, used and justified.
C4 Analyse Bermuda's Constitution, the type of government that it creates and the parameters that it sets for Bermuda as a colony, the roles of the individual, political parties, interest groups and public opinion in the democratic process.
C5 Report and evaluate the changes in human rights in Bermuda and the world.
C6 Identify and explain the significance of various Bermuda symbols, landmarks, physical features, and personalities.

ECONOMIC STANDARDS (E)

Economics will provide the student with a basic understanding of economic issues in Bermuda. It will also give them an understanding of how local and global economics can influence political and social aspects of a country and changes over time.

The students will produce evidence that demonstrates their ability to:

E1 Explain the concept and use of money.
E2 Use their understanding of past and present economic activities in Bermuda to make plausible predictions on Bermuda's economic future and career choices.
E3 Identify and describe the roles of various economic institutions, including but not limited to, financial institutions, labour unions, local and international companies, and not-for-profit organizations for ensuring the positive economic development of the country.
E4 Distinguish between private and public goods and services.
E5 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
E6 Identify the role and influence of technology on daily life.

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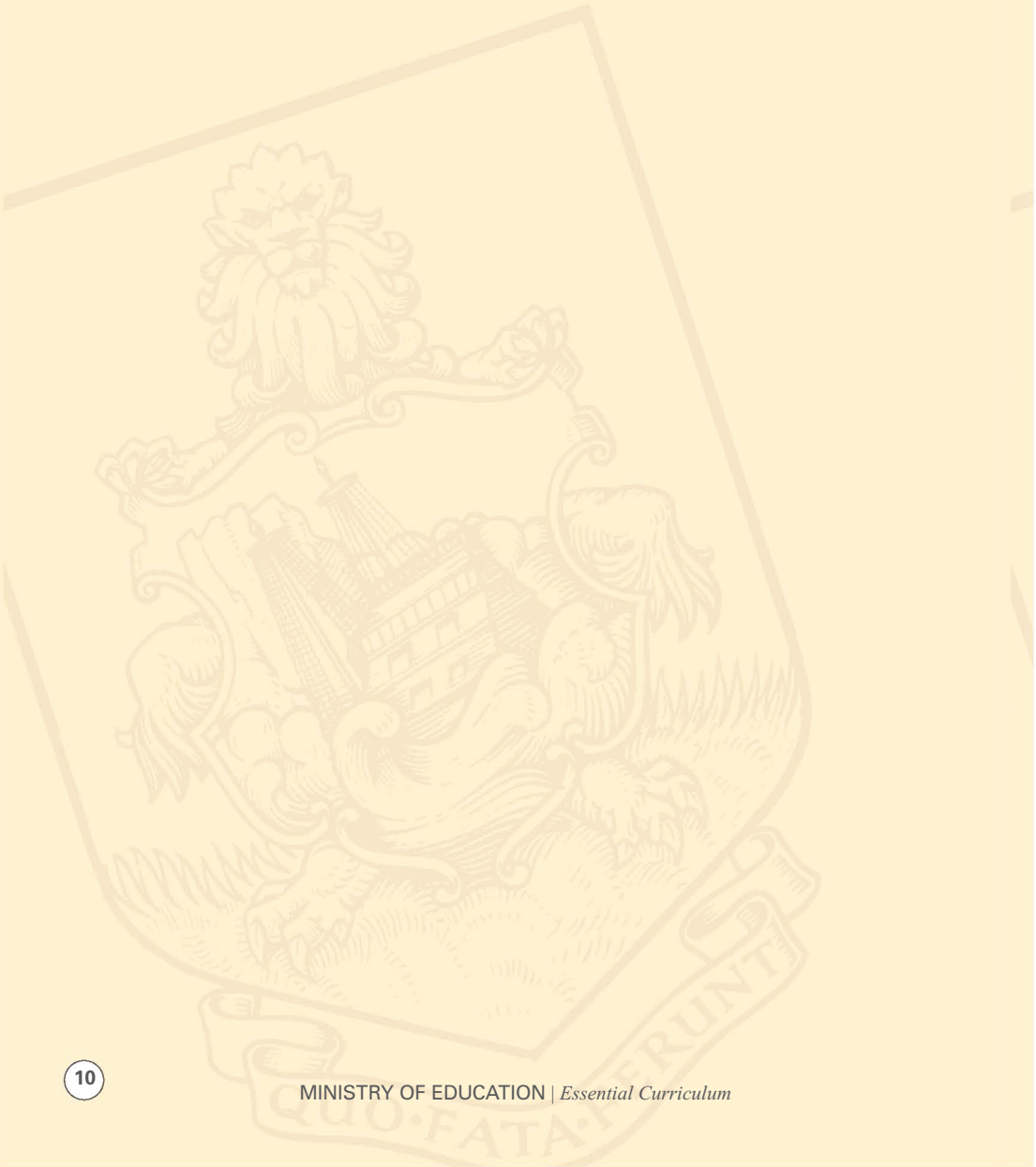
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History (H)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

H1 - Organise information chronologically and understand the sequence and relationship of events.

SS.M1.H1

The students will produce evidence that demonstrate their ability to:

a) Create a tiered timeline that shows human development from hunter gatherers to builders of civilizations.
b) Explain the sequence and relationships of human development on the tiered timeline.
c) Create a timeline showing the development of Judaism, Christianity and Islamic faiths.
d) Illustrate the sequence of the key changes that occurred throughout the history of your school.
e) Explain the key changes of your school that have contributed to its current status.

H2 - Communicate in various forms using social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making.

SS.M1.H2

The students will produce evidence that demonstrate their ability to:

a) Use appropriate facts and details to explain how early humans lived.
b) Analyse grade appropriate social studies vocabulary terms.
c) Acquire and paraphrase information from various sources for research, including on-line sources.
d) Exclude extraneous and inappropriate information from research assignments.
e) Use a range of appropriate strategies to collect information for research such as describing and analysing the development of their school and comparing and contrasting it over time.
f) Use word processing, graphics and databases to produce a research paper on their school.
g) Provide a sense of closure to their research.

H3 - Comprehend, analyse, and interpret historical information, including literature, documents and data to make decisions on appropriate and viable solutions to historical issues.

SS.M1.H3

The students will produce evidence that demonstrate their ability to:

a) Compare and contrast the practice and beliefs of two civilizations.
b) Distinguish between fact and fiction regarding early civilisations/ religions.
c) Explain examples of the causes for conflict between cultures.
d) Formulate a course of action to solving the differences between cultures.

History (H) (continued)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

H4 - Analyse the development of early human societies, civilisations and empires.

SS.M1.H4

The students will produce evidence that demonstrate their ability to:

a) Define and use key terms for studying ancient times and early civilizations.
b) Identify key sources that may be used to study ancient times and early civilizations.
c) Describe how people's beliefs on human origins differ.
d) Interpret the development of early human communities by using a variety of sources such as artifacts and other primary source materials and evaluate the credibility of the sources used.
e) Compare the similarities and differences in the ways early human communities and civilisations met human needs and concerns.
f) Identify and describe the patterns of change in the development of two early civilisations.
g) Apply the concepts of growth and development to Bermuda

H5 - Explain the impact of the interaction of people, culture, and ideas and analyse the affects it has on the social, economic and political institutions and development of countries and regions.

SS.M1.H5

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

H6 - Explain how shifts in international relationships and world power impacts on individual countries and world affairs recognising long-term changes and recurring patterns in the world.

SS.M1.H6

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

H7 - Identify and explain the political, economic, social and technological issues challenging the world since 1990.

SS.M1.H7

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

Geography (G)

Geography will give the student an understanding of its three interrelated components- subject matter, skills, and perspectives.

Subject matter (the Earth) provides the basis on which geographic skills are applied. Skills are:

- asking geographic questions,
- acquiring geographic information,
- organising geographic information,
- analysing geographic information, and
- answering geographic questions about the Earth.

Knowledge and skills must be considered from two perspectives – spatial and ecological (place).

Space in the world is identified in terms of location, distance, direction, pattern, shape, and arrangement.

Place is identified in terms of the relationships between physical environmental characteristics, such as climate, topography, and vegetation and human characteristics such as economic activity, settlement, and land use.

G1 - Use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.

SS.M1.G1

The students will produce evidence that demonstrate their ability to:

a) Interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs.
b) Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.
c) Construct and use mental maps of locales and regions that demonstrate understanding of relative location, direction, size, and shape.
d) Compare their mental maps with scale maps and note the differences.
e) Explain the origins of Bermuda and account for its fluctuation in size.
f) Estimate distance and calculate the scale of a map

G2 - Use information on the physical and human features and cultural characteristics of places to define and study regions and their patterns of change, including **changes** in distraction and importance of resources.

SS.M1.G2

The students will produce evidence that demonstrate their ability to:

a) Examine and analyse how physical features influence cultural patterns.
b) Explain the relationship between the location of resources, population and commercial distribution patterns.

G3 - Explain how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence; and conflict and cooperation.

SS.M1.G3

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

G4 - Apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for the future.

SS.M1.G4

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

Civics (C)

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

C1 - Explain why society needs rules, laws and governments.

SS.M1.C1

The students will produce evidence that demonstrate their ability to:

a) Understand the origin of laws and their influence on modern laws and institutions.

C2 - Explain how culture influences self-perception, national identity and the social and political characteristics of a country and result in different interpretation of events by people from diverse cultural perspectives.

SS.M1.C2

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C3 - Describe how governments' powers are acquired, used and justified.

SS.M1.C3

The students will produce evidence that demonstrate their ability to:

a) Identify how governmental powers were acquired, used and justified in major civilisations.

C4 - Analyse Bermuda's Constitution, the type of government that it creates and the parameters that it sets for Bermuda as a colony, the roles of the individual, political parties, interest groups and public opinion in the democratic process.

SS.M1.C4

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C5 - Report and evaluate the changes in human rights in Bermuda and the world.

SS.M1.C5

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C6 - Identify and explain the significance of various Bermuda symbols and personalities.

SS.M1.C6

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

Economics (E)

Economics will provide the student with a basic understanding of economic issues in Bermuda. It will also give them an understanding of how local and global economics can influence political and social aspects of a country and changes over time.

E1 - Explain the concept and use of money.	**SS.M1.E1** **The students will produce evidence that demonstrate their ability to:** a) Identify types of exchange as used in civilisations.
E2 - Use their understanding of past and present economic activities in Bermuda to make plausible predictions on Bermuda's economic future and career choices.	**SS.M1.E2** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)
E3 - Identify and describe the roles of various economic institutions, including but not limited to, government, financial institutions, labour unions, local and international companies and not-for-profit organizations for ensuring the positive economic development of the country.	**SS.M1.E3** **The students will produce evidence that demonstrate their ability to:** a) Recognize the impact the early civilisations had on modern economies.
E4 - Distinguish between private and public goods and services.	**SS.M1.E4** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)
E5 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.	**SS.M1.E5** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)
E6 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.	**SS.M1.E6** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

PLANNING NOTES

History (H)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

H1 - Organise information chronologically and understand the sequence and relationship of events.

SS.M2.H1

The students will produce evidence that demonstrate their ability to:

a) Construct a timeline of major events associated with the Reformation and evaluate their importance to the religious changes that occurred.
b) Sequentially identify the early visitors to Bermuda from 1505 to 1610 and explain their relationship to the island.
c) Illustrate the major events that occurred under Governors Moore, Tucker, and Butler and explain how they impacted on Bermuda's development.
d) Trace the origin, growth, and development of the Town of St. George's to 1620, analysing their importance to Bermuda's growth and development over time.

H2 - Communicate in various forms using social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making.

SS.M2.H2

The students will produce evidence that demonstrate their ability to:

a) Create an appropriate organisational structure to present their research.
b) Analyse grade appropriate social studies vocabulary terms
c) Analyse historical documents for context
d) Include appropriate facts and details.
e) Exclude extraneous and inappropriate information.
f) Use a range of strategies to describe the Dockyard or St. George's Town and analyse their importance to Bermuda in the past and their present benefits and limitations.
g) Use word processing, graphics and databases to produce a research paper.
h) Provide a sense of closure to their research.

H3 - Comprehend, analyse, and interpret historical information, including literature, documents and data to make decisions on appropriate and viable solutions to historical issues.

SS.M2.H3

The students will produce evidence that demonstrate their ability to:

a) Develop historical perspective by writing or discussing events in context of the period of the Industrial Revolution in England.
b) Explain causes in analysing the working conditions of the Industrial Revolution in England.
c) Identify the problems caused by industrialisation and relate them to present day global conditions.
d) Evaluate the early solutions to the problems of industrialisation and relate them to the present.
e) Read historical narratives or view movies on relevant historical events or personalities.

History (H) (continued)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

H4 - Analyse the development of early human societies, civilisations and empires.

SS.M2.H4

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

H5 - Explain the impact of the interaction of people, culture, and ideas and analyse the affects it has on the social, economic and political institutions and development of countries and regions.

SS.M2.H5

The students will produce evidence that demonstrate their ability to:

a) Apply ideas and theories to analyse the importance of the Renaissance period to the further development that occurred in the decades that followed.
b) Describe and analyse the origins and consequences of slavery.
c) Describe the interaction of slaves and others in society through the concepts of status, role, and social class.
d) Apply economic concepts and reasoning when evaluating reasons for slavery and its abolition.
e) Describe how the individual behaviours and decisions of the explorers connect with global systems.
f) Explain by using slavery as an example, how information and experience may be interpreted by people from diverse cultural perspectives and frames of reference.

H6 - Explain how shifts in international relationships and world power impacts on individual countries and world affairs recognising long-term changes and recurring patterns in the world.

SS.M2.H6

The students will produce evidence that demonstrate their ability to:

a) Analyse and evaluate the conditions, actions and motivations of colonialism that contributed to conflict and cooperation within and among nations.
b) Give examples of how governments attempted to achieve world control.

H7 - Identify and explain the political, economic, social and technological issues challenging the world since 1990.

SS.M2.H7

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

Geography (G)

Geography will give the student an understanding of its three interrelated components- subject matter, skills, and perspectives.

Subject matter (the Earth) provides the basis on which geographic skills are applied. Skills are:

- asking geographic questions,
- acquiring geographic information,
- organising geographic information,
- analysing geographic information, and
- answering geographic questions about the Earth.

Knowledge and skills must be considered from two perspectives – spatial and ecological (place).

Space in the world is identified in terms of location, distance, direction, pattern, shape, and arrangement.

Place is identified in terms of the relationships between physical environmental characteristics, such as climate, topography, and vegetation and human characteristics such as economic activity, settlement, and land use.

G1 - Use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.

SS.M2.G1

The students will produce evidence that demonstrate their ability to:

a) Locate the regions in Africa from which slaves were taken.
b) Use map reading skills to interpret a variety of maps pertaining to the period of exploration.
c) Locate places using latitude and longitude.
d) Explain climatic changes according to different regions on a map or globe.
e) Locate and use the Arctic and Antarctic circles, tropics of Capricorn and Cancer, equator, prime meridian, and international data line.
f) Calculate time changes in various time zones.

G2 - Use information on the physical and human features and cultural characteristics of places to define and study regions and their patterns of change, including **changes** in distraction and importance of resources.

SS.M2.G2

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

G3 - Explain how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence; and conflict and cooperation.

SS.M2.G3

The students will produce evidence that demonstrate their ability to:

a) Explain the difference between voluntary and involuntary migration.
b) Identify the causes and effects of migration to Bermuda.
c) Explain how migration has altered the characteristics and culture of Bermuda.

G4 - Apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for the future.

SS.M2.G4

The students will produce evidence that demonstrate their ability to:

a) Analyse the environmental consequences of humans changing the physical environment during the industrial and scientific revolutions in England.
b) Use cause-and-effect arguments to demonstrate how English exploration in North America and the shipwreck of the Sea Venture influenced settlement of Bermuda and its early development.

Civics (C)

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

C1 - Explain why society needs rules, laws and governments.

SS.M2.C1

The students will produce evidence that demonstrate their ability to:

a) Examine the effects of colonisation/exploration on indigenous social structures.

C2 - Explain how culture influences self-perception, national identity and the social and political characteristics of a country and result in different interpretation of events by people from diverse cultural perspectives.

SS.M2.C2

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C3 - Describe how governments' powers are acquired, used and justified.

SS.M2.C3

The students will produce evidence that demonstrate their ability to:

a) Describe the interaction of governments and religious institutions in the era of the Reformation.

b) Describe the rationale and effects of empire building by governments in the 1600s and 1700s.

c) Describe aspects of the governorship of Moore, Tucker and Butler.

C4 - Analyse Bermuda's Constitution, the type of government that it creates and the parameters that it sets for Bermuda as a colony, the roles of the individual, political parties, interest groups and public opinion in the democratic process.

SS.M2.C4

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C5 - Report and evaluate the changes in human rights in Bermuda and the world.

SS.M2.C5

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C6 - Identify and explain the significance of various Bermuda symbols and personalities.

SS.M2.C6

The students will produce evidence that demonstrate their ability to:

a) Identify and explain the relevance of Bermuda's Coat of Arms and key personalities onboard the Sea Venture.

Economics (E)

Economics will provide the student with a basic understanding of economic issues in Bermuda. It will also give them an understanding of how local and global economics can influence political and social aspects of a country and changes over time.

E1 - Explain the concept and use of money.

SS.M2.E1

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

E2 - Use their understanding of past and present economic activities in Bermuda to make plausible predictions on Bermuda's economic future and career choices.

SS.M2.E2

The students will produce evidence that demonstrate their ability to:

a) Examine the role of the Bermuda (Somers Island) Company in Bermuda's early development (pre-1684).

b) Examine the causes and economic impact of slavery in Bermuda.

E3 - Identify and describe the roles of various economic institutions, including but not limited to, government, financial institutions, labour unions, local and international companies and not-for-profit organizations for ensuring the positive economic development of the country.

SS.M2.E3

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

E4 - Distinguish between private and public goods and services.

SS.M2.E4

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

E5 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

SS.M2.E5

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

E6 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

SS.M2.E6

The students will produce evidence that demonstrate their ability to:

a) Evaluate the extent to which the increase of scientific knowledge was a major influence in bringing about the Age of Exploration.

b) Evaluate the extent to which the Industrial Revolution set the foundation for the current technological era.

c) Examine economic issues related to the abolition of slavery in Bermuda.

PLANNING NOTES

History (H)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

H1 - Organise information chronologically and understand the sequence and relationship of events.

SS.M3.H1

The students will produce evidence that demonstrate their ability to:

a) Sequentially organise field study notes for research paper.
b) Analyse key events in Human Rights including passage of laws and key documents.

H2 - Communicate in various forms using social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making.

SS.M3.H2

The students will produce evidence that demonstrate their ability to:

a) Create an organising structure for their research that is appropriate to purpose, audience, and context.
b) Use a range of appropriate strategies, such as, providing facts and details describing or analysing human rights, comparing and contrasting, naming and explaining benefits or limitations.
c) Analyse historical documents for credibility.
d) Evaluate historical data for bias.
e) Analyse grade appropriate social studies vocabulary terms.
f) Include appropriate facts and details.
g) Exclude extraneous and inappropriate information.
h) Provide a sense of closure to their research.
i) Use word processing, graphics and databases to produce reports and related materials.
j) Use notes or other memory aids to structure oral presentations.
k) Acquire information on human rights from on-line sources, such as, the internet, and other electronic data bases

H3 - Comprehend, analyse, and interpret historical information, including literature, documents and data to make decisions on appropriate and viable solutions to historical issues.

SS.M3.H3

The students will produce evidence that demonstrate their ability to:

a) Use historical perspective to explain human rights issues of various groups.
b) Draw upon visual and mathematical data presented in graphs.
c) Formulate questions to focus on inquiry or analysis.
d) Consider multiple perspectives of human rights issues.
e) Explain causes in analysing historical actions.
f) Identify causes of the problem or dilemma.
g) Formulate a position or course of action on an human rights issue.
h) Evaluate the consequences of a decision.
i) Distinguish between fact and opinion.

History (H) (continued)

History requires the student to understand how the past has influenced the present development of a country, including its values, beliefs, government and economy. A good understanding of a country's evolution should enable the student to make predictions for future possibilities. It should also give students an understanding and appreciation for their own culture and that of others.

H4 - Analyse the development of early human societies, civilisations and empires.

SS.M3.H4

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

H5 - Explain the impact of the interaction of people, culture, and ideas and analyse the affects it has on the social, economic and political institutions and development of countries and regions.

SS.M3.H5

The students will produce evidence that demonstrate their ability to:

a) Describe ways in which African language, stories, folktales, music, and artistic creations serve as expressions of culture and have influenced culture in Bermuda.

b) Give examples of how social and political experiences may be interpreted differently by people from different cultural perspectives and frames of reference.

H6 - Explain how shifts in international relationships and world power impacts on individual countries and world affairs recognising long-term changes and recurring patterns in the world.

SS.M3.H6

The students will produce evidence that demonstrate their ability to:

a) Analyse and explain ideas and governmental mechanisms to regulate territory, manage conflict, and establish order and security under a colonial government.

b) Analyse and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations under colonialism.

c) Give examples and explain how governments attempt to achieve their stated ideals at home and abroad in the pursuit of political independence.

d) Identify and use key concepts such as chronology, causality, change, and conflict to explain and show connections among patterns of historical change and continuity, e.g., Caribbean independence

H7 - Identify and explain the political, economic, social and technological issues challenging the world since 1990.

SS.M3.H7

The students will produce evidence that demonstrate their ability to:

a) Show through specific examples how science and technology have changed people's perceptions of the social and natural world, e.g., sustainable development.

Geography (G)

Geography will give the student an understanding of its three interrelated components- subject matter, skills, and perspectives.

Subject matter (the Earth) provides the basis on which geographic skills are applied. Skills are:

- asking geographic questions,
- acquiring geographic information,
- organising geographic information,
- analysing geographic information, and
- answering geographic questions about the Earth.

Knowledge and skills must be considered from two perspectives – spatial and ecological (place).

Space in the world is identified in terms of location, distance, direction, pattern, shape, and arrangement.

Place is identified in terms of the relationships between physical environmental characteristics, such as climate, topography, and vegetation and human characteristics such as economic activity, settlement, and land use.

G1 - Use maps, globes and other geographic representations, tools and technologies to locate, obtain, process and report information about people, places and environments.

SS.M3.G1

The students will produce evidence that demonstrate their ability to:

a) Use appropriate resources, data sources, and geographic tools to generate and interpret information on the Caribbean such as, data bases, grid systems, charts, graphs, and maps.

G2 - Use information on the physical and human features and cultural characteristics of places to define and study regions and their patterns of change, including **changes** in distraction and importance of resources.

SS.M3.G2

The students will produce evidence that demonstrate their ability to:

a) Examine and analyse how physical features influence cultural patterns.
b) Explain the influence Bermuda's geography has had on its economic development.
c) Differentiate between renewable and nonrenewable resources.
d) Explain the relationships between the locations of resources in Africa and its patterns of population distribution.
e) Identify the variety of regions in Africa and resources.

G3 - Explain how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence; and conflict and cooperation.

SS.M3.G3

The students will produce evidence that demonstrate their ability to:

a) Identify the causes and effects of migration from the Caribbean to Bermuda.
b) Explain how the movement of people from the Caribbean to Bermuda has altered Bermuda's character.
c) Identify the cultural characteristics that link Bermuda, the Caribbean and Africa.
d) Compare the demographic data of Bermuda and the Caribbean to describe social and political differences, e.g., level of technology, traditions, social institutions, etc.

G4 - Apply geographic knowledge of people, place and environments to interpret the past, understand the present and plan for the future.

SS.M3.G4

The students will produce evidence that demonstrate their ability to:

a) Make informed decisions regarding nature-society issues in Bermuda.
b) Analyse the environmental consequences of humans changing the physical environment in Bermuda.

Civics (C)

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

C1 - Explain why society needs rules, laws and governments.

SS.M3.C1

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C2 - Explain how culture influences self-perception, national identity and the social and political characteristics of a country and result in different interpretation of events by people from diverse cultural perspectives.

SS.M3.C2

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

C3 - Describe how governments' powers are acquired, used and justified.

SS.M3.C3

The students will produce evidence that demonstrate their ability to:

a) Explain the various methods used to gain independence.
b) Assess the various explanations used to justify one's right to govern.
c) Explain the reasons for Ethiopia's success in resisting colonization.

C4 - Analyse Bermuda's Constitution, the type of government that it creates and the parameters that it sets for Bermuda as a colony, the roles of the individual, political parties, interest groups and public opinion in the democratic process.

SS.M3.C4

The students will produce evidence that demonstrate their ability to:

a) Define the term "constitution."
b) Evaluate the importance of Bermuda's constitution.
c) Identify the key players in developing Bermuda's constitution.
d) Describe how and why political parties evolved in Bermuda.
e) Evaluate the influence political parties have on the democratic process in Bermuda.

C5 - Report and evaluate the changes in human rights in Bermuda and the world.

SS.M3.C5

The students will produce evidence that demonstrate their ability to:

a) Describe how different political systems define and protect individual human rights.
b) Define the term "human rights".
c) Identify, cite, and discuss important political documents, such as, the United Nations Human Rights Declaration, Bermuda's Human Rights Act, etc.
d) Analyse different theories of how governmental powers might be used to help, promote or hinder liberty, equality, and justice and develop a reasoned conclusion.

C6 - Identify and explain the significance of various Bermuda symbols and personalities.

SS.M3.C6

The students will produce evidence that demonstrate their ability to:

Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

Economics (E)

Economics will provide the student with a basic understanding of economic issues in Bermuda. It will also give them an understanding of how local and global economics can influence political and social aspects of a country and changes over time.

E1 - Explain the concept and use of money.	**SS.M3.E1** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)
E2 - Use their understanding of past and present economic activities in Bermuda to make plausible predictions on Bermuda's economic future and career choices.	**SS.M3.E2** **The students will produce evidence that demonstrate their ability to:** a) Evaluate changes in economic activity in Bermuda such as in agriculture, ship building and industrialization. b) Recognize the range of economic opportunities in Bermuda.
E3 - Identify and describe the roles of various economic institutions, including but not limited to, government, financial institutions, labour unions, local and international companies and not-for-profit organizations for ensuring the positive economic development of the country.	**SS.M3.E3** **The students will produce evidence that demonstrate their ability to:** a) Predict the outcome of contemporary economic developments in the Caribbean. b) Explain the challenges African countries face in their attempt to build strong economies.
E4 - Distinguish between private and public goods and services.	**SS.M3.E4** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)
E5 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.	**SS.M3.E5** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)
E6 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.	**SS.M3.E6** **The students will produce evidence that demonstrate their ability to:** Not assessed at this level on the Bermuda Criterion Reference Test (BCRT)

PLANNING NOTES


QUO·FATA·FERUNT

MISSION STATEMENT

The mission of the Bermuda Public School System is to be the 1st choice in education by providing rigorous and stimulating learning experiences in safe responsive environments from which our students emerge confident and prepared to compete and contribute locally and globally.

MINISTRY OF EDUCATION

Curriculum & Instructional Leadership Office

P. O. Box HM 1185
Hamilton HMEX
Telephone: (441) 292-3507
Fax: (441) 296-2843