

SENIOR SCHOOL



MINISTRY OF EDUCATION
DEPARTMENT OF EDUCATION

Essential Curriculum

2008

**Curriculum and Instructional Leadership
Performance Standards Summary**

SOCIAL STUDIES

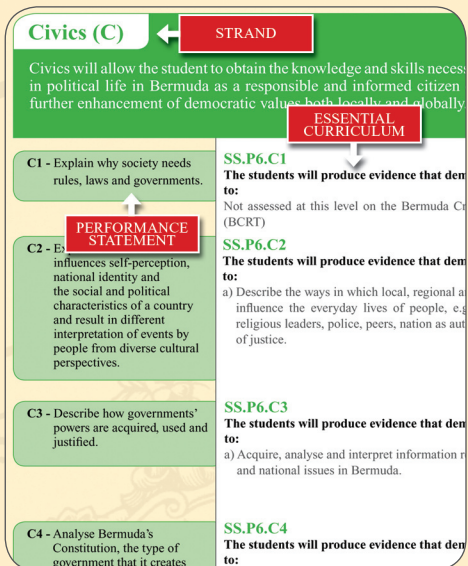


PERFORMANCE STANDARDS ARE LEARNING EXPECTATIONS

“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)

S1 SOCIAL STUDIES (SS)

Introduction to Social Studies Performance Standards5

- History Standards
- Geography Standards
- Civics and Government Standards
- Economics Standards

References

History (H)7

- 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)9

- G1 Geographic Representations
- G2 Regions and Their Patterns of Change
- G3 Human Migration and Settlement
- G4 Environmental Influences

Civics (C).....10

- C1 Laws and Government
- C2 Cultural Influences
- C3 Governments' Power
- C4 Bermuda's Constitution
- C5 Human Rights
- C6 Bermuda Symbols

Economics (E)11

- 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

S2 SOCIAL STUDIES (SS)

Introduction to Social Studies Performance Standards5

- History Standards
- Geography Standards
- Civics and Government Standards
- Economics Standards

References

History (H)13

- 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)15

- G1 Geographic Representations
- G2 Regions and Their Patterns of Change
- G3 Human Migration and Settlement
- G4 Environmental Influences

Civics (C).....16

- C1 Laws and Government
- C2 Cultural Influences
- C3 Governments' Power
- C4 Bermuda's Constitution
- C5 Human Rights
- C6 Bermuda Symbols

Economics (E)17

- 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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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.S1.H1

The students will produce evidence that demonstrate their ability to:

- a) Apply key concepts such as time, chronology, causality, change, conflict to explain and show connections among patterns of historical change and continuity, e.g., immigration trends using primary sources, timelines, data interpretation, inferences, bias in visual material, historical interpretation through artifacts.

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

SS.S1.H2

The students will produce evidence that demonstrate their ability to:

- a) Create an organising structure appropriate to purpose, audience and context to explore the past - charts, reports, graphics, etc.
- b) Excludes extraneous and inappropriate information.
- c) Acquire information for specific purposes such as research/analysis from a variety of sources – online, books, primary and secondary sources, etc.
- d) Provide a sense of closure to their research.
- e) Use notes or other memory aids to structure oral presentations.

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

SS.S1.H3

The students will produce evidence that demonstrate their ability to:

- a) Formulate questions to focus on inquiry or analysis of the necessary elements needed for independence and a positive road forward.
- b) Consider multiple perspectives.
- c) 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.S1.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.S1.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.S1.H6

The students will produce evidence that demonstrate their ability to:

a) Analyse the conditions, actions and motivations that resulted in the discovery of Bermuda.

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

SS.S1.H7

The students will produce evidence that demonstrate their ability to:

- a) Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.
- b) Analyse how science and technology influence the core values, beliefs and attitudes of society and how they shape scientific and technological change

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.

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 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.

SS.S1.G1

The students will produce evidence that demonstrate their ability to:

- a) Use appropriate resources, data sources and geographic tools such as aerial photographs, satellite images, geographic information systems, map projections and cartography to generate, manipulate and interpret information such as atlases, data bases, grid systems, charts, graphs and maps.

SS.S1.G2

The students will produce evidence that demonstrate their ability to:

- a) Examine the interaction of human beings and their physical environment, the land use and ecosystem changes in Bermuda and globally.

SS.S1.G3

The students will produce evidence that demonstrate their ability to:

- a) Identify the causes and effects of migration streams- Amerindians of North, South, Central America & Caribbean before Columbus.
- b) Explain how the movement of people can alter the character of a place- main immigrant groups to Bermuda.
- c) Identify the cultural characteristics that link regions.

SS.S1.G4

The students will produce evidence that demonstrate their ability to:

- a) Analyse the environmental consequences of humans changing the physical environment- less open space, pollution, quarries.
- b) Use cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in Bermuda, e.g., water management.

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.S1.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.S1.C2

The students will produce evidence that demonstrate their ability to:

- Interpret patterns of behaviour reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding, e.g., stereo-typing, xenophobia, etc.

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

SS.S1.C3

The students will produce evidence that demonstrate their ability to:

- Assess the various explanations used to justify the immigration policies of Bermuda throughout the 20th century.

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.S1.C4

The students will produce evidence that demonstrate their ability to:

- Evaluate the importance of a written constitution.
- Describe the structure of government in Bermuda and to what extent the individual, political parties and other organisations may influence its actions.
- Evaluate the powers that the constitution gives to the Governor.

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

SS.S1.C5

The students will produce evidence that demonstrate their ability to:

- Identify, analyse and discuss important political documents such as, Emancipation Proclamation, Universal Adult suffrage, Union Legislation, desegregation laws, Human Rights Act.

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

SS.S1.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.S1.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.S1.E2

The students will produce evidence that demonstrate their ability to:

- Explain the reasons for continuing economic change.
- Identify career opportunities in Bermuda based on the social studies disciplines- archaeology, anthropology, economics, geography, history, political science and sociology.
- Make plausible predictions on Bermuda's economic future and career opportunities.

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.S1.E3

The students will produce evidence that demonstrate their ability to:

- Develop an awareness of problems that can arise from Bermuda's colonial status.
- Assess the importance of formal and informal meetings between governments of major nations and Bermuda.

E4 - Distinguish between private and public goods and services.

SS.S1.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.S1.E5

The students will produce evidence that demonstrate their ability to:

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

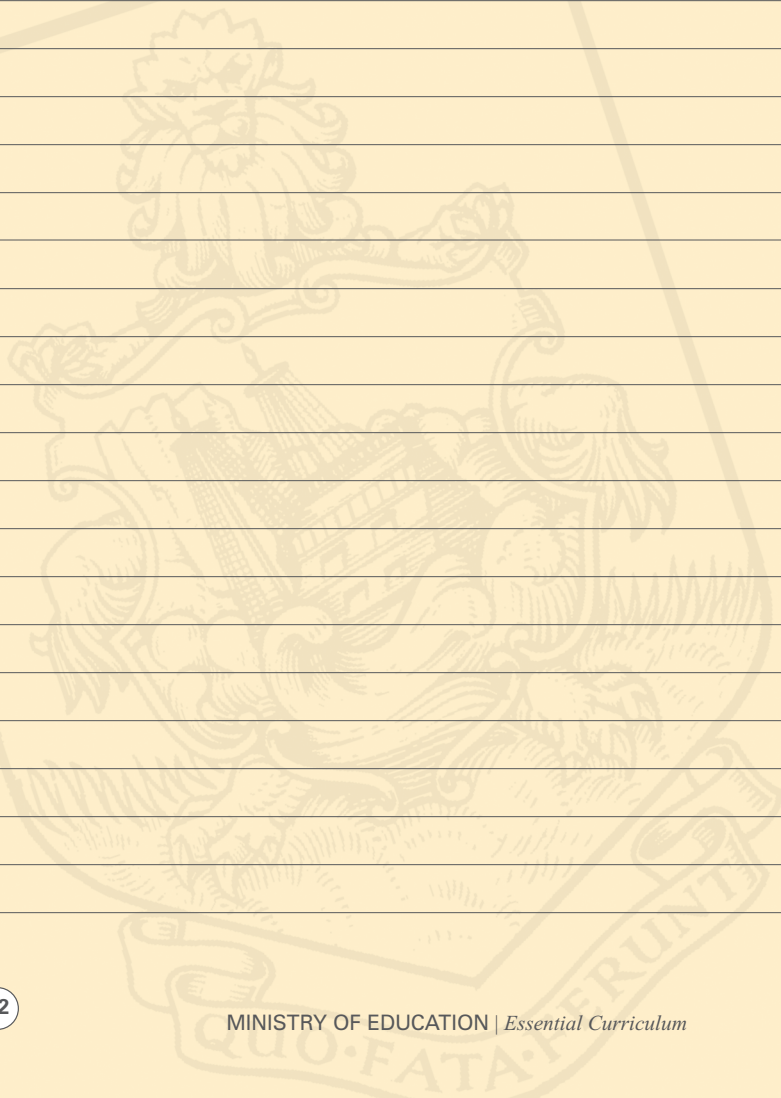
E6 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

SS.S1.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.S2.H1

The students will produce evidence that demonstrate their ability to:

- a) Explain and analyse the sequence and connections of the origin and progress of Man and humanities progress towards the development of early civilisations – to 1600 AD (Songhai).

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

SS.S2.H2

The students will produce evidence that demonstrate their ability to:

- a) Create an organising structure appropriate to purpose, audience and context, e.g., charts, reports, graphics, etc.
- b) Use a range of appropriate strategies to analyse the significance of events from the Medieval and the Renaissance periods which indicate the influence of religion and culture on life in Europe.
- c) Excludes extraneous and inappropriate information.
- d) Acquire information for specific purposes such as research/analysis from a variety of sources – online, books, primary and secondary sources, etc.
- e) Provide a sense of closure to their research.
- f) Use notes or other memory aids to structure oral presentations.

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

SS.S2.H3

The students will produce evidence that demonstrate their ability to:

- a) Explain causes in analysing historical actions such as the connections between major wars and increased technology.
- b) Evaluate the benefits and problems resulting from improved technology.
- c) Evaluate the consequences of a decision.

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

SS.S2.H4

The students will produce evidence that demonstrate their ability to:

- a) Identify and describe selected historical periods and patterns of change such as the development of ancient cultures and civilisations, e.g., 3000 BC to 1600 A.D.
- b) Compare similarities and differences in the ways groups, societies and cultures meet human needs and concerns.

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.

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.

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.

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

SS.S2.H5

The students will produce evidence that demonstrate their ability to:

- Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence behaviour of people living in a particular culture.
- Apply ideas, theories and modes of historical inquiry to analyse the Age of Exploration and the ensuing conflicts.

SS.S2.H6

The students will produce evidence that demonstrate their ability to:

- Analyse and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security – Age of Exploration, colonialism and slavery.
- Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

SS.S2.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,
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- 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.

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 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.

SS.S2.G1

The students will produce evidence that demonstrate their ability to:

- a) Locate early civilisations.

SS.S2.G2

The students will produce evidence that demonstrate their ability to:

- a) Explain how geographical features affected the development of early civilisation.

SS.S2.G3

The students will produce evidence that demonstrate their ability to:

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

SS.S2.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.S2.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.S2.C2

The students will produce evidence that demonstrate their ability to:

a) Examine conflict in the Age of Exploration with a focus on human rights and issues of culture and national identity.

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

SS.S2.C3

The students will produce evidence that demonstrate their ability to:

a) Compare and contrast governments in selected world civilizations.

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.S2.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.S2.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.S2.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.S2.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.S2.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.S2.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.S2.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.S2.E5

The students will produce evidence that demonstrate their ability to:

a) Evaluate the reasons for the increase in economic expansion in Europe in the 1700s and 1800s.

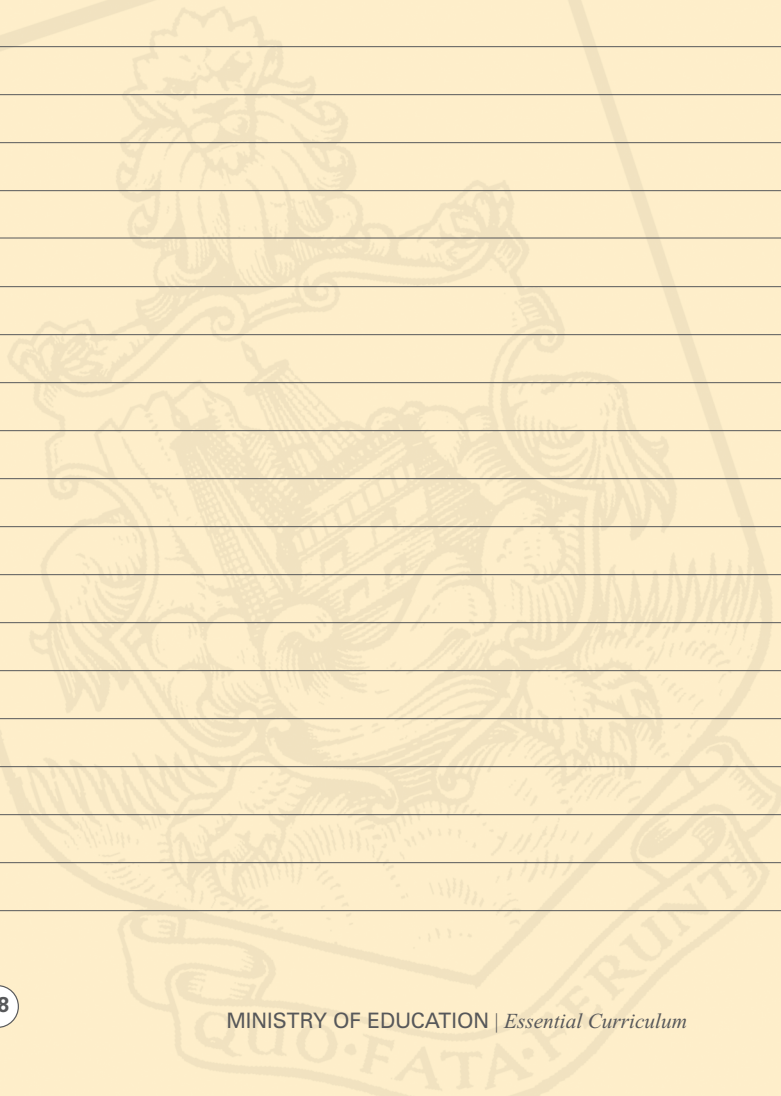
E6 - Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

SS.S2.E6

The students will produce evidence that demonstrate their ability to:

a) Analyse the economic impact of technology advances in the Scientific and Industrial Revolutions, including advances in agriculture.

PLANNING NOTES



BERMUDA RESOURCES



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.



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