

Senior School Curriculum

**Social Studies (SS): Modern Bermuda
SS1321BSS**

Ministry of Education
Bermuda
2011

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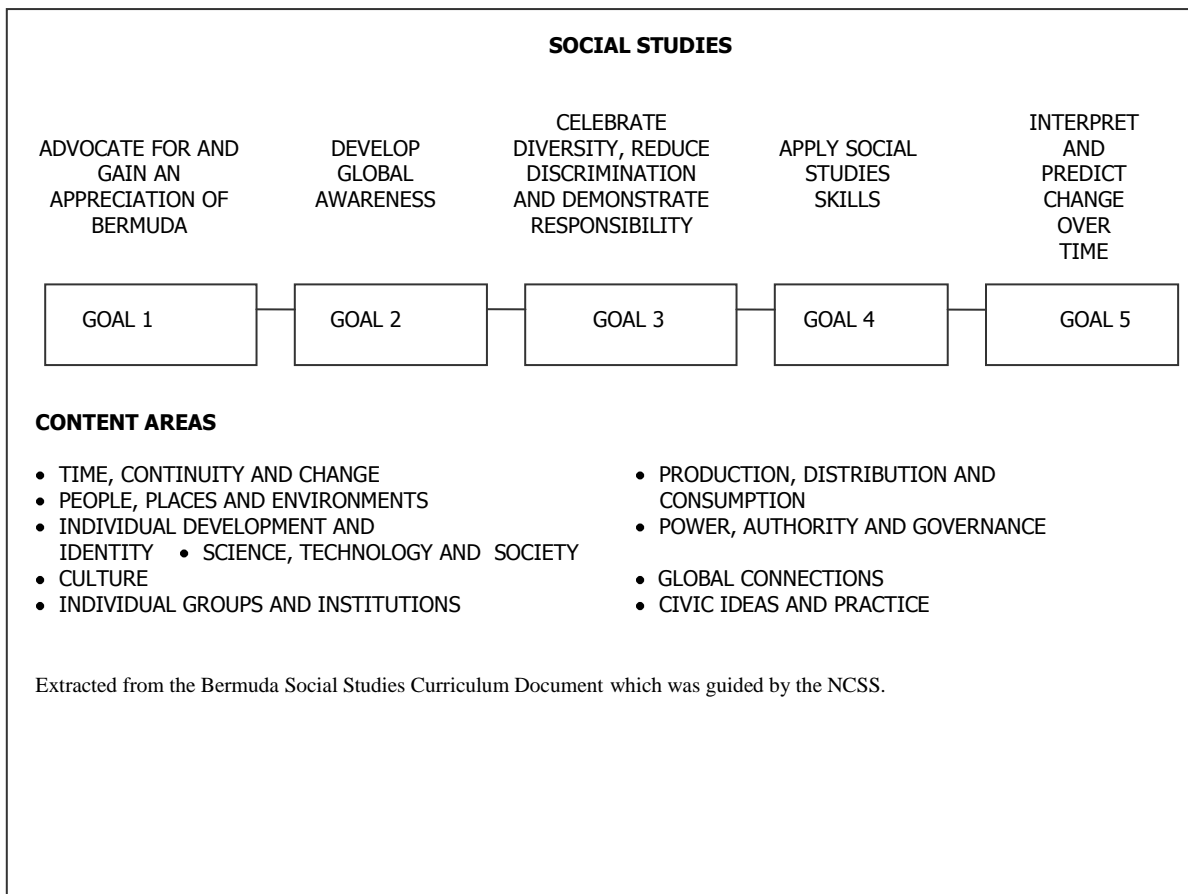
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THE SOCIAL STUDIES PHILOSOPHY OF THE BERMUDA CURRICULUM
 (As supported by social studies national bodies):

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.



SENIOR SCHOOL SOCIAL STUDIES RATIONALE

As citizens of the 21st century, Senior School Graduates will be involved in social studies experiences which provide for the study of cultural diversity, ways of viewing themselves in the world of work, cultural identity and individual development. A solid foundation in the principles of how Bermuda's people create and change structures of power, authority and governance in association with member nations of the Global community is necessary for an informed democratic citizenry. In social studies, adolescents acquire an in-depth knowledge of relationships among science, technology and society which is essential in recognizing the cultural interdependence of our global connection for how we organize ourselves for production, distribution and consumption of goods and services.

The social sciences all incorporate the common bond of dealing with people. People impact on and interact with every aspect of our world and beyond. Understanding these connections and recognizing the factors which combine to produce individuals which in turn affects our degree of choice, is fundamental to our future existence. Social Sciences allow us to investigate, evaluate and predict how people have impacted, and will impact on our world and the future world of our children.

As a result, we believe that social science education will accomplish the following:

- help develop a just and humane society, which addresses social problems and works towards social justice.
- meet the needs of students to develop well-integrated personalities with strong self-concepts to enable them to adapt to today's complex and rapidly changing society.
- help students to recognize the need to be conscientious consumers/producers and abiding citizens.
- produce students who become independent learners interested in studying human activities and interactions.
- develop students who become strong advocates for Bermuda, its environment, economy, culture, people and future.
- produce students who will advocate for cultural and social awareness in a diverse and 'shrinking' world.

SENIOR SCHOOL SOCIAL STUDIES COURSE OVERVIEW

Title: Modern Bermuda Social Studies

1 credit (s)

90 hour (s)

Prerequisite (s):

S1 or S2 level (s)

Course Code: SS1321BSS

required or **elective**

Course Description

This is a four credit course that looks at Bermuda History from Emancipation 1834 to the early twenty-first century and a brief overview of Bermuda Geography. The course is divided into four modules. The objective of this course is to provide students with the opportunity to master social studies conceptual understandings and skills that deepen their knowledge of Bermuda and the world.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments:</p> <ul style="list-style-type: none"> • Oral/powerpoint presentations • Debates/decision-making • Conflict resolution/problem-solving • Historical interviews • Role play (historical characters) 	30%
<p>Product Assessments:</p> <ul style="list-style-type: none"> • Models or other types of art • Projects that compare & contrast; show cause & effect or change over time • Multi tiered timelines • Historical diaries/journals/newspapers/pamphlets • Documentaries • Web pages • Charts/graphs/databases • Write plays or music • Problem based research paper • podcasts 	35%
<p>Written Assessments:</p> <p>Unit Tests, etc.</p>	15%
<p>Final Assessment:</p>	20%
<p>Total</p>	100%

Course Resource(s)

Jones, Rosemary, Bermuda Five Centuries. Panatel VDS Ltd., Bermuda 2004
 Jones, Rosemary, Bermuda Five Centuries Teachers Guide. Panatel VDS Ltd., Bermuda 2011
 Faiella, Graham, The Bermuda Atlas, Macmillan, UK. 2007

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Bermuda Geography	20	B. Emancipation and its aftermath to 1918....	20
- physical & human geography		- multiple perspectives	
- location & physical characteristics		- democratic principles	
- human impact on environment & adaptation		- changes in roles and responsibilities	
- change over time of landscapes		- effects of emancipation	
- resource management		- global economic interdependence	
- present issues		- impact of modernization	
C. Challenging the Oligarchy 1918-1959 ..	20	D. The Last 50 Years 1959-2009.....	20
- extension of the franchise		- role and function of the bases	
- the issue of labour and change		- Universal Adult Suffrage	
- media's role during periods of change		- The Bermuda Constitution	
- impact of modernization		- changes to race relations after 1959	
		- present issues and sustainability	

Subtotal	80
Optional double periods	<u>10</u>
Total double periods	90

Integrating Technology in S1 Social Studies Modules

Social studies activities can provide students with opportunities to develop information and communication technology skills. Combining the ability of technology to engage students with technology tools that facilitate data management, problem solving and the creation and communication of information, teachers can leverage their instructional strategies to increase student performance.

Teachers can guide students in the use of technology tools to access resources and to manage and communicate information and creative work, bringing a real world feel and relevancy to tasks. One of the challenges is to avoid the assignments done during the course of the module emerging as a disjointed portfolio at the end. This can diminish meaning for students and can be avoided by having the assignments as components for a culminating product/project. Some ideas for culminating projects are:

Presentations – *Bermuda Geography* – Module A:

Students work in cooperative groups to present their findings on and solutions to Bermuda's major geographical issues. Designating assignments to members of the group, students can use a variety of computer applications to organize the data (spreadsheet tables, charts) and information (graphic organizers, tables, text and graphics) gathered during their investigation activities. These items: definitions, time lines, Venn diagrams, graphics and field trip photographs, etc., that are created over the course of the module, can be amalgamated into an on-screen presentation in which all team members take part. Peers and local experts can be invited to view these presentations and provide feedback to the students during question and answer periods.

Videos/ movies – *Emancipation and Its Aftermath to 1918* - Module B.

Using their data gathering skills with a variety of primary and secondary sources, students can investigate Emancipation and related events from the perspectives of the groups involved. They can use their comparative analysis, questioning and debating skills to develop interview questions and scripts for real and fictional characters of the past and present, to give their points of view. Taking on the roles of videographers, actors, scriptwriters and editors, students can produce a documentary illustrating the changes over time and the human and economic responses to them. They can post the video and ask viewers to comment on the authenticity of the perspectives of the characters.

Creating a News Paper – *Challenging the Oligarchy 1918 - 1959* - Module C

Students working in small groups can review their writings: letters to the editor, articles, comic strips, weather forecasts, obituaries, journal entries, news reports, photographs and original art to identify items for the group's newspaper or newsletter. Selection criteria can involve the ability of the final product to reflect the positions of all involved in issues about the impact of modernization in Bermuda. Peer evaluation on the newspaper/letter's ability to present a balanced point of view will give students the opportunity to give and receive criticism. They can use desktop publishing tools to create hard or digital copies for distribution.

Web pages - *The Last 50 Years* - Module D.

Each student can create a graphic of a timeline depicting historical events in Bermuda occurring between 1959 and 2009. Each of these events can be hyperlinked to documents that they have developed over the course of the module. These documents can be photographs, video, text documents or graphs that provide insight on the student's interpretation and conclusions about these events and solutions to pervasive issues. There can also be links to other websites that provide supporting information on the timeline entries. A rubric would contain guidelines for students. The web pages can be posted to the school's website.

(This page was contributed by P. Callender, Education Officer for IT Integration)

SOCIAL STUDIES

Course Title: Bermuda Social Studies
Module A Title: Bermuda Geography
Time allotted: 10 weeks (20 doubles)

Sequence Reference: SS1321BSS-A

Senior School Level

S1	S2	S3	S4
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Content Summary:

Bermuda has evolved from an uninhabited isolated island to a developed densely populated island since the establishment of the first permanent settlement in 1612. These changes have affected Bermuda's physical and human geographic characteristics tremendously. This unit will look at the changes that have occurred, the causes and the present day issues that have arisen because of them.

Key Questions

- What is physical geography?
- What is human geography?
- How does a region's location determine its climate and economic development?
- Why does human settlement lead to physical changes in a region?
- How can physical change of a region be both a negative and positive?
- What are some of the main geographic issues in Bermuda today that must be problem-solved?
- How are some of these issues being solved locally and globally?

Content coverage/ Learning outcomes

Suggested activities

- A1 Define:
- i) Physical geography
 - ii) Human geography
- A2 Explain how location determined Bermuda's physical characteristics:
- i) Climate & weather cycle
 - ii) geology
 - iii) Flora & fauna

- A1
- Students take part in class brainstorm:
What is physical geography?
What is human geography?
 - Students in groups of 4 will write a definition for each term and compare it to the definition given in the textbook.
 - Students will use a venn diagram to demonstrate their knowledge of the differences and interconnectedness of the two.
- A2
- i)
 - Students will locate and record Bermuda's coordinates using an atlas.
 - Students will create a powerpoint presentation to explain how Bermuda's location has determined its climate and weather cycle.
 - Students use the internet to compare Bermuda's climate and weather cycle with that of a country with a different latitude.
 - ii)
 - Students will identify the 5 distinct rock formations in Bermuda.
 - Students will create a timeline or chart showing the periods of time that each rock type was formed and explain their formation.
 - Students will create a map showing the location of the rock types in Bermuda.
 - Students undertake site visits to areas where at least 2 rock types are exposed. They will sketch and collect samples.
 - Students will show the relationship between Bermuda's geology and its location.

<p>A3 Explain how physical geography and climate have influenced how Bermudians have satisfied their basic needs since early settlement:</p> <ul style="list-style-type: none"> i) shelter and architecture ii) obtain food & water 	<ul style="list-style-type: none"> iii) <ul style="list-style-type: none"> • Students will define and understand the difference of the following species: endemic, native, introduced, invasive and naturalized. • Students will give an example of each species type and summarize the effects of each and its relationship to our climate type. <p>A3</p> <ul style="list-style-type: none"> i) <ul style="list-style-type: none"> • Students will create a time line showing the main materials used to build Bermuda homes over time: cedar & palmetto, limestone, concrete block. • Students will investigate any other substitutes that have been created for construction including roofs. • Students will investigate the reasons for the changes in construction materials over time and the effects on the environment, building codes and traditional architecture. ii) <ul style="list-style-type: none"> • Students will sketch and explain how the water tank system works in Bermuda. • Students will use rainfall data to evaluate the extent it suffices Bermuda’s water needs and the changes in behavior towards future water use that might be needed. • Students will chart the plants that are traditionally grown in Bermuda for food and their growing seasons. • Students will identify sketch or digitally record edible plants that can be found in the wild and state their uses. • Students investigate how traditional knowledge has been lost overtime and the affect natural and economic disasters as well as increased wellness awareness and sustainability can reignite the need for such knowledge.
<p>A4 Recognize physical change over time:</p> <ul style="list-style-type: none"> i) Define landscape ii) Describe examples of landscapes in Bermuda iii) Explain landscape changes in Bermuda 	<p>A4</p> <ul style="list-style-type: none"> i) <ul style="list-style-type: none"> • Students will observe several different types of landscapes and their descriptions to create a definition of the term landscape. ii) <ul style="list-style-type: none"> • Students will draw sketches from photographs. • Students undertake field work and site visits to observe, sketch and/or digitally record various landscapes. • Students will label and annotate diagrams, maps, graphs and sketches. iii) <ul style="list-style-type: none"> • Students will compare and contrast pictures of Bermuda’s past landscapes with present ones. • Students will give explanations for the changes and evaluate their impact.
<p>A5 Explain how Bermuda manages its water and land resources and investigate how present usage can impact on future development:</p> <ul style="list-style-type: none"> i) water tanks, catchments, wells, ground water lenses, reverse osmosis and desalination ii) Land zones, limestone, cedar, etc. 	<p>A5</p> <ul style="list-style-type: none"> i) <ul style="list-style-type: none"> • Students research and explain the various types of sources/methods from which Bermuda obtains its potable water. ii) <ul style="list-style-type: none"> • Students create and/or find a map online showing Bermuda’s land zones. • Students describe each zone and explain why zoning is important and predict the changes that might take place in the future and why.

<p>A6 Identify the major geographical issues Bermuda presently faces, such as: density, continual development, waste management, sustainability, erosion, etc.</p> <p>Outcome: The student should understand the interconnectedness of physical and human systems. They should also understand the causes, present status, future implications and possible solutions to current issues of sustainability.</p>	<p>i & ii) Students will design a sustainable solution for future development of Bermuda’s natural resources.</p> <p>A6 i-v)</p> <ul style="list-style-type: none"> • Students in groups discuss, identify and summarize a geographical issue Bermuda presently faces and report out to whole group. • Students will investigate the work and international impact of two Bermudian environmentalist and archaeologists such as Dr. Pauulu Kamarakafego, Dr. Edward Harris, Mr. David Wingate, Mr. David Chapman, Mr. Wolfgang Steerer and Dr. Tony Knapp. • Students will research a specific environmental issue; display and explain their findings and make a comparative study of this particular environmental issue in Bermuda with other countries. The Report can take various formats including the use of technology tools and computer applications. It must mention solutions that have been used and devise a solution of their own.
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<h2>Key Skills</h2>	<h2>Recommended Formative Assessment Strategies:</h2>
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<ul style="list-style-type: none"> • Exercise sound reasoning in understanding • Analyse similarities and differences • Understand the interconnections among systems • Basic geography skills, such as: label and annotate diagrams, maps, graphs and sketches; draw sketches from in the field; use and interpret aerial and satellite photographs for different landscapes and write coherently showing the importance of good literacy skills in expressing geographical points • use web mapping sites • Use technology as a tool to research, organize, evaluate and communicate information 	<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"> • Constructed-response tests and quiz items • Reflective assessments: <ul style="list-style-type: none"> i. 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- <i>What were the most important elements of our lesson today? Are there any unit elements to this point about which you are confused? Why?</i> ii. students are asked to reflect upon and evaluate the extent to which they understand and can use specific thinking skills and/or procedures- <i>During this unit we emphasized the thinking skill of As we conclude this unit, how would you define? How well do you understand this skill? Are there any aspects of it with which you need help? Why?</i> iii. students use a rubric to self-assess their work iv. students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection • Portfolio assessment
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Module A Title: Bermuda Geography	Sequence Reference: SS1321BSS-A
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Summative Assessment:

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

This module is assessed through a 1½hr. written examination. The exam will contain a mixture of question styles. Student performances will consist of such items as debating, oral presentations, historical interviews or dramatic productions. The products could be items such as historical journals, problem-based research, documentaries or web pages.

Special Resources: (materials, equipment & community involvement)

- **Audubon Society:** David Wingate’s work – ww.audubon.bm
- Bermuda land zones – www.planning.bm
- **Bermuda Zoological Society (BZS)** – class and field trip “Bermuda’s Formation” and “Bermuda’s Plants and Animals” – www.bamz.org
- **BZS** class – “Bermuda’s Beginnings” includes the history and traditional use of the cedar tree, the water cycle, edible plants and sustainability
- **BZS** class and field trip – “Habitats” includes the geographical features of the different habitats and a look at Nonsuch Island’s past and present
- **BZS** class – “Bermuda’s Development” includes density, waste management, sustainability and erosion
- **Crystal Caves-** Bermuda’s geology: contact Lisa Roberts
- **Department of Conservation Services** – GIS Officer, Agricultural Officer, Conservation Planning Officer and Marine Conservation Officer – www.conservation.bm
- **Google Earth**
- **Historic Town of St. George’s and its related fortifications:** examples of 17th to 21st century homes and 17th to 19th century fortifications
- Maps on **Bermuda Islands Gazetteer** (<http://govmap001.gov.bm/baf/>) includes change over time and density with air photos from 1941 to 2003
- **Ministry of works & Engineering:** Water Conservation and Waste Management Sections
- **Statistics Department:** The Environment Statistics Compendium 2009 – www.statistics.gov.bm
- **The St. George’s Foundation** World Heritage Centre includes a reproduction of the first Town ; World Heritage Education Programme includes explanation for landscape changes and impact evaluation – www.stgeorgesfoundation.org
- www.tamug.edu/cavebiology/Bermuda/BermudaIntro.html
- **UNESCO** Associated Schools Network (ASPnet) Biodiversity pack in recognition of 2010 International Year of Biodiversity – www.unesco.org.uk/iyb

References - Teacher:	References - Student:
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<ul style="list-style-type: none"> • Bermuda Atlas • Books on edible plants at the Botanical Society visitor centre at Botanical Gardens • World Atlas 	<ul style="list-style-type: none"> • Bermuda Atlas • World Atlas
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Glossary:

1. adaptation - adjust to new conditions.
2. belmont formation - limestone formation that is around 260,000 years old
3. climate – prevailing weather conditions of an area.
4. density - quantity of mass per unit volume.
5. desalination - the process of removing dissolved salt and other minerals from sea water to create fresh water.
6. endemic species – species found only in one place and nowhere else, and which arrived in that place naturally without human intervention.
7. environment – circumstances affecting a person’s life.
8. erosion – wear away gradually.
9. fauna - animal life of a region.
10. flora – plant life of a region.
11. geology – science of the Earth’s crust.
12. ground water lens – fresh water stored under the surface in rocks and the soil.
13. human geography – is the study of human use and understanding of the world and the processes which have affected it such as the cultural and built environments.
14. introduced species – species brought to a place by humans, either accidentally or for a deliberate purpose.
15. invasive species – introduced species which adapt to local conditions to such a degree that they threaten the existence of native species by taking them over or preying on them.
16. landform – a natural feature of the surface of the Earth formed by rivers, the sea, ice and volcanoes.
17. landscapes – scenery or appearance of an area of land including both physical and human features.
18. lower and upper Town Hill formations – the lower is the second oldest limestone (620,000) and the upper is around 300,000 years old.
19. native species – species which have arrived at a place without human intervention but which are also found elsewhere.
20. naturalized species – introduced species that reproduce naturally in the wild but which are not considered invasive.
21. physical geography – deals with the study of processes and patterns in the natural environment.
22. reverse osmosis – used in drinking water purification from seawater by removing the salt and other substances from the water molecules.
23. rocky bay formation – second youngest limestone in Bermuda (135,000)
24. southampton formation – the youngest limestone in Bermuda (10,000)
25. sustainable – meets the needs of the present without compromising those of future generations
26. walsingham formation - is the oldest limestone (740,000)
27. weather cycle – the cycle of evaporation and condensation that controls the distribution of the earth’s water as it evaporates from bodies of water, condenses, precipitates and returns to those bodies of water.

Course Title: Bermuda Social Studies Module B Title: Emancipation and its Aftermath to 1918 Time allotted: 10 weeks (20 double periods)	Sequence Reference: SS1321BSS-B			
	Senior School Level			
	S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Content Summary:

Bermuda's small size has always required the two major racial groups to coexist. The relationship between the two races has been greatly influenced by the institution of slavery that existed for 200 years. This unit will examine the proclamation and the immediate affect that it had on political, economic and social life in Bermuda by the end of World War I.

Key Questions

- What is a Proclamation?
- How did the Proclamation affect the slaves, free Blacks and Whites?
- To what extent did the relationship between Black and Whites in Bermuda change?
- What were the key political, social and economic changes in Bermuda from 1834-1918?
- How did Tourism begin to modernize the pre-WWI economy?
- How did Tourism effect political and social development to 1918?

Content coverage/ Learning outcomes

Suggested activities

<p>B1 Identify and explain the different perspectives on the emancipation of enslaved people in Bermuda:</p> <ol style="list-style-type: none"> i. Pros: reasons for supporting emancipation ii. Cons: reasons against emancipation <p>B2 Analyze the Proclamation document according to democratic principles:</p> <ol style="list-style-type: none"> i. Fairness ii. Justice iii. Equity <p>B3 Identify the methods the people who were once enslaved used to problem solve the issues that arose from their new free status:</p> <ol style="list-style-type: none"> i. Creation of Friendly Societies and Odd-Fellows organizations ii. Court process as in the Enterprise Affair <p>B4 Explain the impact emancipation had on the relationships between whites and blacks in Bermuda:</p> <ol style="list-style-type: none"> i. Cruel punishments were outlawed ii. New laws discriminated subtly iii. Blacks sought different jobs iv. Other labour was imported-convict and free v. Changed cultural landscape-Portuguese vi. Cup Match from 1902 	<p>B1</p> <ul style="list-style-type: none"> • Students collaborate in teams to analyze documents from the archives, microfilmed Royal Gazette articles and/or other sources to gain evidence that supports 2 perspectives on emancipation in Bermuda. The final product can take the form of an information pamphlet (using publisher), powerpoint or an historical fiction essay or poem from the perspective of the enslaved and of the slave owner. <p>B2</p> <ul style="list-style-type: none"> • Students will examine the definition of democracy in the context of 1834. • Students will analyze a section of the Emancipation Act 1834 and summarize to what extent it reflects democratic principles in today's context. <p>B3</p> <ul style="list-style-type: none"> • Students will identify the problems that the newly freed blacks had and describe how they attempted to address them. • Students will hypothesize the extent of influence the past solutions had on present day Bermuda. <p>B4</p> <ul style="list-style-type: none"> • Students will complete a comparative analysis of life before and after emancipation. • Students will evaluate the extent to which the relationship between Blacks and Whites in Bermuda changed after emancipation. • Students will describe the cultural and social changes that were influenced by Portuguese immigration.
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B5 Identify and explain the rise and fall of the economy to 1918:

- i. Evaluate the affect Gov. Reid had on Bermuda’s development 1839-1846
- ii. Explain the impact blockade running had on the Towne of St. George during the American Civil War 1861-1865
- iii. Explain the impact the invention of the steam engine had on shipbuilding as a major industry in Bermuda
- iv. Identify the impact of increased West Indian migration from 1894 due to the failure of the sugar crop in WI
- v. Identify the roles Bermuda played in the Boer War 1901 and WWI 1914.

B6 Identify and explain how tourism became a major industry after 1880 and its effects to 1918:

- i. Initial reasons
- ii. Catalyst of Princess Louise’s visit
- iii. Catalyst for modernization- infrastructure and cost of living increase
- iv. British military and navy presence to WWI

Outcomes:
 At the end of this module the student will understand that all events can be viewed from different points of view; the importance of democratic principles and being able to apply them in historical context; how global interaction can influence people’s actions, expectations and a country’s development and how modernization influences and impacts all aspects of life.

B5

- Organize the sequence of the noted events and the regions and/or areas that they were required to interact with.
- Explain and evaluate the impact each of the noted events had on Bermuda.

B6

- Students make historical analysis and interpretations of the economic changes that took place during this 35 year period and how it impacted Bermuda at that time.

<p>Module B Title: Emancipation and its Aftermath to 1918</p>	<p>Sequence Reference: SS1321BSS-B</p>
<p>Key Skills: Recommended Formative Assessment Strategies:</p>	
<ul style="list-style-type: none"> • Assuming shared responsibility for collaborative work • Present and communicate findings in a range of ways • Develop arguments and explanations using appropriate specialist vocabulary • Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand • Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors • Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate and create information in order to function in a knowledge economy 	<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"> • Constructed-response tests and quiz items • Reflective assessments: <ul style="list-style-type: none"> i. 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- <i>What were the most important elements of our lesson today? Are there any unit elements to this point about which you are confused? Why?</i> ii. students are asked to reflect upon and evaluate the extent to which they understand and can use specific thinking skills and/or procedures- <i>During this unit we emphasized the thinking skill of As we conclude this unit, how would you define? How well do you understand this skill? Are there any aspects of it with which you need help? Why?</i> iii. students use a rubric to self-assess their work iv. students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection • Communication & Collaboration: <ul style="list-style-type: none"> i. Take part in group discussion ii. Give at least a 4 minute talk • Create presentations using various forms of IT • Academic prompts: format (letter, postcard, essay, debate); audience (person or group one is writing to); topic (content) and purpose (rationale or reason for the exercise)

Module B Title: Emancipation and its Aftermath to 1918	Sequence Reference: SS1321BSS-B
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Summative Assessment:

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

This module is assessed through a 1½hr. written examination. The exam will contain a mixture of question styles. Student performances will consist of such items as debating, oral presentations, historical interviews or dramatic productions. The products could be items such as historical journals, problem-based research, documentaries or web pages.

Special Resources:

(materials, equipment & community involvement)

- **Government Archives**- copies of primary documents and Slave Registers– www.gov.bm
- **Bermuda Maritime Museum** – history of tourism and military history exhibits at Commissioners House – www.bmm.bm
- **Bermuda National Library**: Microfilm of old Royal Gazette issues- www.bermudalaws.bm
- **Community and Cultural Affairs**- film, tapes and other resources including website; DVDs – Trial by Fire and Emancipation: A Love Story by Dr. Kim Dismont Robinson
- **National Museum of Bermuda**: Slave Exhibition
- **The St. George’s World Heritage Centre** – interactive panels

References – Teacher:

- Bermuda Five Centuries – Rosemary Jones
- Chained on the Rock – Cyril O. Packwood
- Echoes of Bermuda’s Past – James E. Smith
- Heritage – Dr. Kenneth Robinson
- Reference Library – rare Bermuda books (teacher only)
- Slavery in Bermuda – James Smith

References – Student:

- Bermuda Five Centuries – Rosemary Jones

Glossary:

1. blockade – surrounding or blocking a place by enemy
2. civil war – major conflict between citizens of the same country
3. cultural influences – things that effect the intellectual and artistic achievements or expressions of a people
4. democracy – government by the whole population, usually through elected representatives
5. democratic principles – the codes of conduct that support a democracy
6. discriminate – treat badly or well especially on the basis of gender, race, etc.
7. emancipation – to free
8. immigrate – enter a country to settle permanently
9. infrastructure – structural foundations of a society such as roads, bridges, sewers, etc.
10. migration – movement from one place to another
11. modernization – adaptation to modern needs and habits
12. prejudice – preconceived opinion
13. subtle – hard to detect or describe

Course Title: Bermuda Social Studies Module C Title: Challenging the Oligarchy 1918-1959 Time allotted: 10 weeks (20 double periods)	Sequence Reference: SS1321BSS-C			
	Senior School Level			
	S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Content Summary:

After both World Wars, Bermuda developed rapidly. One of the main issues that plagued the era up to 1959 was equal opportunity for all, politically, socially and economically. Although daily life had improved since emancipation, two Bermudas were still evident. Bermuda was dangerously divided between Black and White. An increasing number of Black Bermudians were travelling to North America and the U.K. During their travels they were experiencing more freedoms than at home. These experiences made them less tolerant of the racial inequities that still existed in Bermuda.

Key Questions

- Why did World War II encourage modernization?
- What were the main political and social issues that had to be addressed after the 1920s?
- What solutions were suggested and implemented to address eminent issues?
- Can this period be considered Bermuda's entry into the developed world? Why? Or why not?
- Identify and evaluate the impact that the political, social and economic changes had on Bermuda?
- How did activities during this period set the stage for our present economic, political and social status?

Content coverage/ Learning outcomes

Suggested activities

<p>C1 Trace and explain the extension of the franchise after WWI to 1959:</p> <ol style="list-style-type: none"> i. Suffragette movement 1919-1944 ii. Plus vote iii. Segregation is challenged – Theatre Boycott <p>C2 Trace and assess labour conditions and the changes to 1959:</p> <ol style="list-style-type: none"> i. Identify the main problems with working conditions ii. Unionism begins iii. Divisions within the population iv. Part played by US bases <p>C3 Explain and demonstrate the media's role during this period of change:</p> <ol style="list-style-type: none"> i. Analyze examples of different perspectives on issues ii. Research and use original articles 	<p>C1</p> <ul style="list-style-type: none"> • Students produce a tiered timeline showing the sequence of events and global ones that were similar in purpose. • Students write 2 to 4 sentences for each event to explain their significance and the extent to which these events affected democracy in Bermuda • Students will interview people who challenged the oligarchy and/or the descendants of these people • Students will make comparative studies, of challenges to the oligarchy, with the US Civil Rights movement, or the anti-apartheid movement in South Africa, or the independence movements in the West Indies <p>C2</p> <ul style="list-style-type: none"> • Students research and chart the main labour issues that affected Bermuda during this period. • Students assess the extent to which the solutions addressed the issues and their affects on other aspects of Bermuda's development. <p>C3</p> <ul style="list-style-type: none"> • Students will analyze articles from The Recorder and The Royal Gazette on an issue during this period in Bermuda. • Students will report on an issue from two different perspectives and in historical context of the period.
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<p>C4 Trace the impact modernization began to have on the island community during the period from 1918 to 1959:</p> <ol style="list-style-type: none"> i. Change in land use ii. Change in population size iii. Impact of cruise ships and hotels iv. Impact of motorized transportation and other technical advances v. Impact of increased American presence <p>Outcome: At the end of this module the student will understand how change in one aspect of society will inevitably require change in others; the role that the media plays in development and the problems, solutions and decisions that must be made as a country modernizes.</p>	<p>C4</p> <ul style="list-style-type: none"> • Students will use data from 1920 to 1960 to create visual presentations that demonstrate changes to i-v over the forty year period. • Students will evaluate the positive and negative aspects of these changes and the future implications.
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Key Skills:

Recommended Formative Assessment Strategies:

- Analyze cause and effect relationships
- Think chronologically
- Consider multiple perspectives
- Develop historical understanding
- Differentiate between historical facts and interpretations
- Develop historical research capabilities
- Hypothesize the influence of the past
- Identify and analyze issues and problems of the past

Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.

- Constructed-response tests and quiz items
- Reflective assessments:
 - i. 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? Are there any unit elements to this point about which you are confused? Why?*
 - ii. students are asked to reflect upon and evaluate the extent to which they understand and can use specific thinking skills and/or procedures- *During this unit we emphasized the thinking skill of As we conclude this unit, how would you define? How well do you understand this skill? Are there any aspects of it with which you need help? Why?*
 - iii. students use a rubric to self-assess their work
 - iv. students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection
- Communication & Collaboration:
 - i. Take part in group discussion
 - ii. Give at least a 4 minute talk
- Create presentations using various forms of IT
- Academic prompts: format (letter, postcard, essay, debate); audience (person or group one is writing to); topic (content) and purpose (rationale or reason for the exercise)
- Culminating performance assessment tasks and projects:
 - i. **real world goal** aligned with the types of activities a professional in the field would engage in
 - ii. **real world role** that is authentic and not a student
 - iii. **real world audience** that is an authentic audience other than the teacher modifying their content and approach to the audience
 - iv. authentic situation that engage students in some form of **reality-based problem solving, decision making, investigation or invention process**
 - v. products and performances that require students to generate both a **real world product** and present it in some form of performance or presentation for the identified audience.
 - vi. Standards are clearly articulated and used to evaluate both final product and performance.

Summative Assessment:

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

This module is assessed through a 1½hr. written examination. The exam will contain a mixture of question styles. Student performances will consist of such items as debating, oral presentations, historical interviews or dramatic productions. The products could be items such as historical journals, problem-based research, documentaries or web pages.

Special Resources:

(materials, equipment & community involvement)

- **Bermuda Archives**- copies of primary documents – www.gov.bm
- **Bermuda Industrial Union**: information and picture gallery – www.biu.bm
- **Bermuda National Library**: Microfilm of old Royal Gazette and The Recorder issues- Reference Library
- www.bermulaws.bm
- When Voices Rise DVD
- Change over time and density – **maps on the Bermuda Islands Gazetteer** (<http://govmap001.gov.bm/baf/>) has air photos from 1941 to 2003
- **Statistics Department** – data- www.statistics.gov.bm
- **The St. George’s World Heritage Centre** – interactive panels

References - Teacher:

- Bermuda Five Centuries – Rosemary Jones
- Freedom Fighters: From Monk to Mazumbo – Ira Philip
- Me One – Dr. Pauulu Kamarakafego
- Second Class Citizens First Class Men – Dr. Eva Hodgson
- Storm in a Teacup – Dr. Eva Hodgson
- Thank You, Dr. Gordon – Gerald Alexander Brangman
- The History of The Bermuda Industrial Union – Ira Philip

References - Student:

- Bermuda Five Centuries – Rosemary Jones

Glossary:

1. boycott - refuse social or commercial relations
2. franchise - right to vote
3. labour union – workers unite to ensure good working conditions
4. media – means of communicating
5. perspective – point of view
6. segregation – to separate
7. suffragette – woman who agitated for women to have the right to vote

Course Title: Bermuda Social Studies Module D Title: The Last 50 years 1959-2009 Time allotted: 10 weeks (20 double periods)	Sequence Reference: SS1321BSS-D			
	Senior School Level			
	S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Content Summary:

Bermuda's road to Democracy began with the establishment of its Parliament in 1620. It was brought a step closer when the slaves were emancipated in 1834. The franchise widened in 1944 when women property owners were given the right to vote. Their victory was a catalyst to the movement for Universal Adult Suffrage in Bermuda. In 1959 the success of the Theatre Boycott began another period of reform that would bring the island closer still to realizing a truly Democratic Government.

Key Questions

- What have been the greatest influences on our culture and traditions?
- To what extent did modernization impact Bermuda's development?
- How can existing cultures find a balance between the old and new?
- How have changes between 1959 and 2009 effected Bermuda socially, politically and economically?
- What major issues do you think Bermuda will have to deal with in the future?
- Why do you think these issues will exist? And what solutions would you propose?
- Can such issues still be avoided? If so how? If not, why not?

Content coverage/ Learning outcomes

Suggested activities

<p>D1 identify how Bermuda was used militarily after 1960 and explain the importance of the bases that were located in Bermuda:</p> <ul style="list-style-type: none"> • US bases- NASA, Cold War, etc • Canadian • British • Reasons for closure <p>D2 Define and know the importance of Universal Adult Suffrage and explain how it was achieved in Bermuda:</p> <ul style="list-style-type: none"> • Describe the strategy and explain the achievements of the CUAS • Identify the origins and demise of the plus vote • Explain the reasons for and the effect on Bermuda of party politics • Explain the role of the constitution in this process <p>D3 Analyze the importance of the constitution:</p> <ul style="list-style-type: none"> • Know its origins and explain its function • Identify and evaluate the changes to the constitution to 2003 • Explain how it divides the operation of the country between Bermuda and Britain • Research the positive and negative outcomes of Bermuda becoming independent 	<p>D1</p> <ul style="list-style-type: none"> • students identify and state the importance of the various bases located in Bermuda. • Students will explain the relationship between each base and global events. <p>D2</p> <ul style="list-style-type: none"> • Students identify the obstacles to UAS in Bermuda. • Students summarize the benchmark events after 1959 that led to one man one vote in 2003. • Students become familiar with the section of the constitution that supports this. • Students describe the emergence of party politics in Bermuda and its effects on the political environment. <p>D3</p> <ul style="list-style-type: none"> • Students will produce a report on the effectiveness of Bermuda's constitution in dealing with current issues and justify their conclusions and make suggestions for amendments if they deem them necessary • Students will identify what conditions and resources would be necessary to bring Bermuda to independence • Students will examine Bermuda's political connections to Great Britain and the role of the Governor
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<p>D4 Analyze how the changes from 1959 affected race relations in Bermuda:</p> <ul style="list-style-type: none"> • Evaluate the influence of the Theatre Boycott • Identify the reasons for open racial confrontations and analyze the solutions proposed/ implemented, such as, the Wooding Commission (1968), Black Power (1960s & 1970s), Pitt Commission (1978), Human Rights Act (1981), Newman Report (1994), CURE Act (1994) • Analyze the extent of the influence race, class and national origins has on Bermuda's present development <p>D5 Identify present issues; explain how Bermuda has attempted to solve them and create other possible solutions that can be tried in the future:</p> <ul style="list-style-type: none"> • Identify and explain the importance of pursuing a national policy of sustainability <p>Outcomes: At the end of this module the student will understand that full democracy is achievable over generations as past practices and privilege must be given up along the road travelled. They will also understand the importance of a written constitution and a national policy of sustainability.</p>	<p>D4</p> <ul style="list-style-type: none"> • Students will create a personal journal reporting on the fundamental changes that have affected race relations since 1959. Their journal will be their reflections from a specific perspective (must identify the character they are reporting as) in the context of the historical period the event happened. It will also include interviews of people of two generations (or relative or acquaintance) in which they recall their experiences of that evening and their views and feelings about the results • Students will analyze events that led to one of the Reports or Acts • Students will examine the impact of migrant workers on the social and economic dynamics of Bermuda • Students will examine the significance of the 1998 General Election in Bermuda <p>D5</p> <ul style="list-style-type: none"> • Students create a product of their choosing that demonstrates their understanding of sustainability, its importance and implications locally and globally. • The Historic Town of St. George and its related fortifications as a world heritage site since November 2000 can be used as an example of sustainability. Students can create a policy of how this status can be maintained and simultaneously participate in modern Bermuda <hr/>
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Module D Title: The Last 50 years 1959-2009	Sequence Reference: SS1321BSS-D
Key Skills:	
<ul style="list-style-type: none"> • analyze cause and effect relationships • consider multiple perspectives • develop historical research capabilities • identify and analyze issues and problems of the past • problem solve • recognize and compare patterns of continuity and change 	<p style="text-align: center;">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"> • Constructed-response tests and quiz items • Reflective assessments: <ul style="list-style-type: none"> i. 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- <i>What were the most important elements of our lesson today? Are there any unit elements to this point about which you are confused? Why?</i> ii. students are asked to reflect upon and evaluate the extent to which they understand and can use specific thinking skills and/or procedures- <i>During this unit we emphasized the thinking skill of As we conclude this unit, how would you define? How well do you understand this skill? Are there any aspects of it with which you need help? Why?</i> iii. students use a rubric to self-assess their work iv. students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection • Communication & Collaboration: <ul style="list-style-type: none"> i. Take part in group discussion ii. Give at least a 4 minute talk • Create presentations using various forms of IT • Academic prompts: format (letter, postcard, essay, debate); audience (person or group one is writing to); topic (content) and purpose (rationale or reason for the exercise) • Culminating performance assessment tasks and projects: <ul style="list-style-type: none"> i. real world goal aligned with the types of activities a professional in the field would engage in ii. real world role that is authentic and not a student iii. real world audience that is an authentic audience other than the teacher modifying their content and approach to the audience iv. authentic situation that engage students in some form of reality-based problem solving, decision making, investigation or invention process v. products and performances that require students to generate both a real world product and present it in some form of performance or presentation for the identified audience. vi. Standards are clearly articulated and used to evaluate both final product and performance.

Module D Title: The Last 50 years 1959-2009

Sequence Reference: SS1321BSS-D

Summative Assessment:

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

This module is assessed through a 1½hr. written examination. The exam will contain a mixture of question styles. Student performances will consist of such items as debating, oral presentations, historical interviews or dramatic productions. The products could be items such as historical journals, problem-based research, documentaries or web pages.

Special Resources:

(materials, equipment & community involvement)

- Bermuda Constitution- DCI & www.bermudalaws.bm
- CURE surveys – www.cure.bm
- Dept. of Statistics: Employment Survey- www.statistics.gov.bm
- Sustainable Development Unit: Charting Our Course: sustaining Bermuda – www.sdbermuda.gov.bm
- Bermuda Maritime Museum: Commissioner’s House – www.bmm.bm
- St. George’s Foundation World Heritage Programme, “St. George’s Day: Celebrating Our World Heritage” gives students the opportunity to share their values and meaning of heritage and history using a variety of mediums including digital technology – www.tsgf.bm
- The St. George’s World Heritage Centre – interactive panels
- UNESCO Associated Schools Network (resources, collaborations, competitions, projects, annual conferences with students from around the world-other World Heritage Sites)

References - Teacher:

- Bermuda Connections: A Cultural Resource Guide for Class rooms
- Bermuda Five Centuries – Rosemary Jones
- Black Power in Bermuda: Struggle for Decolonization – Dr. Quito Swan
- First Hundred Days – Photo Book
- Freedom Fighters: From Monk to Mazumbo – Ira Philip
- Lois: Bermuda’s Grande Dame of Politics – Randolf Williams
- Me One – Dr. Pauulu Kamarakafego
- Voice of Change – Randolf Williams

References - Student:

- Bermuda Five Centuries – Rosemary Jones

Glossary:

1. Cold war – a verbal conflict through propaganda rather than physical fighting
2. Colony – settlers in a new territory remaining under the rule of the mother country
3. Constitution – written set of principles by which a country is governed
4. Party politics – political organization that can influence government
5. Plus vote – an extra vote for owning property
6. Sovereignty – fully independent, running your own affairs
7. Universal adult suffrage – all adults have the right to vote if they are of age

ACKNOWLEDGEMENTS

Modern Bermuda Social Studies senior course was prepared by Leona Scott, Education Officer, Social Studies. Feedback was sought from the Social Studies teachers at both Berkeley Institute and CedarBridge Academy. The draft document was sent to select Government Departments and Non-government Organizations for input on content and existing resources that they could provide. The Departments and Organizations that responded were:

Bermuda National Library
Bermuda Zoological Society
Crystal Caves
Department of Community and Cultural Affairs
Department of Conservation Services
Department of Statistics
Department for Sustainable Development
LookBermuda
The St. George's Foundation

The design was the result of integrating the format of the existing senior curriculum documents and parts of the format used by the new 2009 History 'O' level courses. Thanks must also be given to Mrs. Patricia Callender for her suggestions on how IT can be used for teaching and learning in Social Studies.

APPENDIX

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

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)

Planning for Technology:

It is essential that teachers design a quality lesson plan first and then select the most appropriate technologies to support that lesson. The four planning questions for instruction:

What will students learn?

Which strategies will provide evidence of student learning?

Which strategies will help students acquire and integrate learning?

Which strategies will help students practice, review, and apply learning?

Planning Authentic Learning Experiences

Lesson Plan created with the MTS Lesson Plan Template
Name: _____ Subject area: _____ Year level: _____ Lesson title: _____
Brief lesson description
Course content objective(s)/skill(s)
NETS-S technology standard addressed
Technology resources needed (hardware and software)
Procedure
<u>Introduction:</u> <u>Activity:</u> <u>Technology Integration:</u>
Assessment method

Adapted from E.R. Hubbell, M. Kuhn, K. Malenoski and H. Pitler, Using Technology with Classroom Instruction that Works, with a Foreword by R. J. Marzano (Virginia:ASCD, 2007)

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>OR</p> <ul style="list-style-type: none"> • Plan a procedure <p>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

To Assess How Well Students Can ...	Provide This Kind of Material ...	And Ask Students To ...
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
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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Organize existing material in new ways <p style="text-align: center;">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).

Example: Blueprint for a High School 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%	

Blueprint for a Senior School Assessment on _____

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

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

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).

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:

- a. **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

SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS (CIE) INTEGRATION

Best practice supports integrating the teaching of disciplines whenever possible. I have chosen many of the CIE English objectives that can be used when you are creating your learning activities for the Bermuda Social Studies curriculum at your year level. I remind you that the English objectives of a year assume that the objectives of the previous year have been mastered. Please do not view any year in isolation. Students may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Students aiming for grades A* to C must follow the Extended curriculum.

S1	S2
Reading	
Core	Extended
<ul style="list-style-type: none"> • Demonstrate understanding of words within extended texts • Scan for and extract specific information • Identify main and subordinate topics, summarize, paraphrase, re-express • Recognize and respond to simple linguistic devices including figurative language 	<ul style="list-style-type: none"> • Show a more precise understanding of extended texts • Recognize the relationship of ideas • Draw inferences, evaluate effectiveness, compare, analyze, synthesize • Recognize and respond to more sophisticated linguistic devices

S1	S2
Writing	
Core	Extended
<ul style="list-style-type: none"> • Show some sense of audience • Demonstrate adequate control of vocabulary, syntax and grammar • Exercise care over punctuation and spelling • Write accurate simple sentences • Attempt a variety of sentence structures • Recognize the need for paragraphing • Use appropriate vocabulary 	<ul style="list-style-type: none"> • Show a clear sense of audience • Demonstrate a sophisticated use of vocabulary and structures • Demonstrate accuracy in punctuation and spelling • Write accurate complex sentences • Employ varied sentence structures • Write in well-constructed paragraphs • Use imaginative and varied vocabulary

S1	S2
Speaking and Listening	
Core	Extended
<ul style="list-style-type: none"> • Understand and convey both simple and detailed information • Present facts and opinions in an orderly sequence • Make relevant comments on what is heard, seen or read • Recognize and give statements of opinion and attitude • Speak audibly and intelligibly with appropriate tone, intonation and pace 	<ul style="list-style-type: none"> • Understand and convey more complex information in an interesting and authoritative way • Consciously order and present facts, ideas and opinions for a particular audience • Evaluate and reflect on what is heard, seen or read • Discuss statements of opinion and attitude, discerning underlying assumptions and points of view

Working with Bloom's Taxonomy in Mind

Level	Definition Of Level	Teacher Roles	Student Roles	Process Verbs				Student Products	
S C 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 car- toon recommend- ation 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 re- source 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 p p l i c a t i o n	Using methods, concepts, principles, and theories in new situations.	shows facilitates observes evaluates organizes questions	solves problems, demonstrat es 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, demon- strates	explains, translates, demon- strates, 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

Level	Definition Of Level	Teacher Roles	Student Roles	Process Verbs				Student Products	
Knowledge	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

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 - Problem - 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 - Make Venn 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 rhythmic 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.