

Senior School Curriculum

**Social Studies (SS): Citizenship
SS1330CIT**

Ministry of Education
Bermuda
2011

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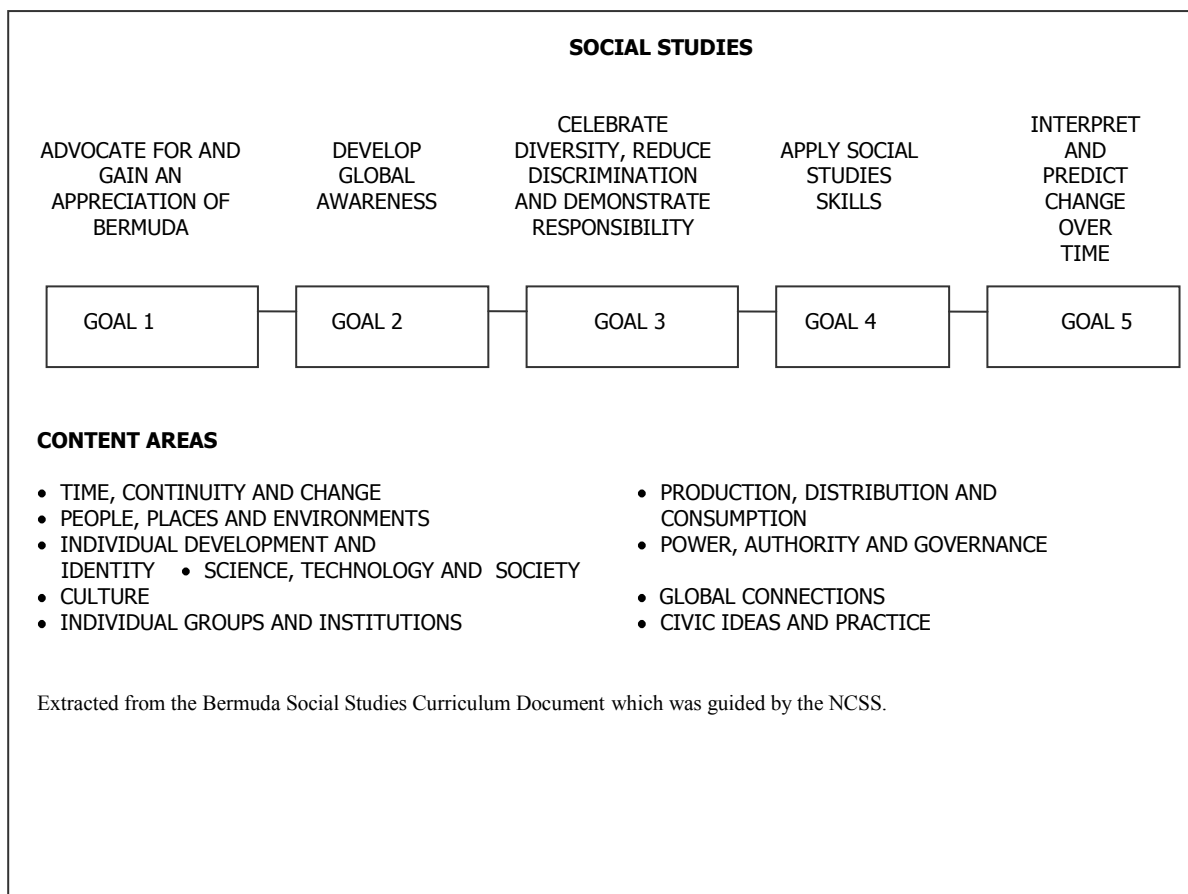
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THE SOCIAL STUDIES PHILOSOPHY OF THE BERMUDA CURRICULUM
 (As supported by social studies national bodies):

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 : Citizenship

**1 credit (s)
90 hour (s)**

Prerequisite (s): None

S1 or S2 level (s)

Course Code: SS1330CIT

required or **elective**

Course Description

This course is intended to develop an effective twenty-first century „citizen“ of Bermuda who will be able to sustain our quality of life. It encourages the development of the citizen as a problem solver, decision-maker and responsible individual for self and the wider community. This includes knowledge at the local and global levels as Bermuda is a major player in the international business arena. Our development and small geographic size makes it necessary for us to be aware of major human, geographical and developmental issues. This requires the student to be cognizant of the law making process and the external influences that affect it. They also need to be aware of the part they can play in our ever evolving local and global society.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - analysis - speech/powerpoint/video presentations - debates/decision-making - conflict resolution/problem-solving - interviews	30%
Product Assessments: - research paper - video/newspaper analysis - persuasive writing - create a policy addressing an issue - reaction papers - create a new law or amendment - information posters - podcasts	35%
Written Assessments: - quizzes (5%) - end of module(10%)	15%
Final Assessment:	20%
Total	100%

Course Resources

The main resource will be a teacher resource binder. It will contain information from various government departments and non-government organizations such as, the Centre on Philanthropy, as well as websites for non-Bermudian organizations like the United Nations.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. The Citizen and Our Community 20 <ul style="list-style-type: none"> • meaning of Civics • definition of a citizen • function of communities • function of governments • role and responsibility of young people in communities and to country • philanthropy 		B. Human Rights 20 <ul style="list-style-type: none"> • importance of Human Rights • awareness on a local and global level • awareness on an individual and wider level • analyze documents, organizations and processes that guarantee our human rights locally and globally • demonstrate responsible action 	
C. International Organizations 20 <ul style="list-style-type: none"> • sustainable development • economic interdependence • international business and tourism • outside influences on our economy 		D. The System of Laws 20 <ul style="list-style-type: none"> • criminal and civil laws • legislative process • the Constitution • drug, traffic, immigration and monetary laws 	

Subtotal 80 Optional double periods <u>10</u> Total double periods90

Integrating Technology in Senior School Citizenship Course Modules

Learning 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 – *The Citizen and Our Community* – Module A:

Students work in cooperative groups to present their findings on and solutions to major issues in Bermuda. 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 and interviews, 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 – *Human Rights* - Module B.

Using their data gathering skills with a variety of primary and secondary sources, students can investigate Human Rights 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 – *International Organizations* - 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 international organizations on 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 System of Laws* - Module D.

Each student can create a graphic of a timeline depicting a sample of existing Bermuda laws. 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 laws and the solutions they provided to 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.

(adapted by L. Scott; original created by P. Callender)

SOCIAL STUDIES

Course Title: CITIZENSHIP Module A Title: The Citizen and Our Community Number of Periods: 20 doubles	Sequence Reference: SS1330CIT-A <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> </thead> <tbody> <tr> <td>☒</td> <td>☒</td> <td>☐</td> <td>☐</td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	☒	☒	☐	☐
Senior School Level													
S1	S2	S3	S4										
☒	☒	☐	☐										

Content Summary:

The role of the citizen in present society is far different of that in the past. Even in tiny Bermuda, the extent of our economic development within a short period of time has impacted greatly on the brand of citizenship needed to take Bermuda forward positively in the 21st century. We play in the global field to a much greater extent than before. This has brought challenges to the survival of our way of life and the influence of the family and community on the individual. This module will mainly focus on the concept of responsible citizenship.

Key Questions

- To what extent do we have a personal responsibility for the welfare of our community?
- How do we impact our community?
- How can we achieve a balance in our lives between our duties and rights as a citizen?
- Why does the governance within a society or civilization inevitably affect the citizens within it?

Content Coverage/Learning Outcomes

Suggested Activities

<p>At the end of this module, students will:</p> <p>A1 recognize that they are members of - and citizens within - the community and that they have already had experiences on which they can build</p> <ul style="list-style-type: none"> • the meaning of Civics • definition of a citizen • the part played by young people in communities <p>A2 understand that discussing issues and suggesting ways forward are important to playing an active role as a citizen</p> <ul style="list-style-type: none"> • problem-solving • think creatively and critically about the hypothetical situations and relate hypothetical conclusions to real-life situations • recognize how the knowledge and skills they develop can help them identify and make informed decisions about future challenges and choices <p>A3 know that rights relate to responsibilities for individuals and within communities</p> <ul style="list-style-type: none"> • the meaning of community • classification of communities • why people live in communities • pride in self and country <p>A4 know that an individual's rights and responsibilities may compete or conflict with those of the wider community</p> <ul style="list-style-type: none"> • common good • conflict resolution 	<p>A1</p> <ul style="list-style-type: none"> • Students in groups create definitions for the terms <i>civics</i>, <i>citizen</i> and <i>community</i>. • Students can write a paragraph to demonstrate their understanding • Students brainstorm on the role they can play in the community <p>A2</p> <ul style="list-style-type: none"> • Students identify a citizenship issue and develop an activity to address the issue (preferably in groups) • Students carryout an activity that addresses their citizenship issue • Students review their activity and assess the contribution the activity has made to the issue <p>A3</p> <ul style="list-style-type: none"> • Students can list types of communities and explain their function • Students explore different kinds of rights and responsibilities and report on how these affect both individuals and communities <p>A4</p> <ul style="list-style-type: none"> • Students investigate and record ways in which rights can compete and conflict • Students demonstrate their understanding by describing real examples when hard decisions had to be made to try to balance conflicts
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<p>A5 know that there are differences and similarities between individuals and that these should be respected</p> <ul style="list-style-type: none"> multiple perspectives <p>A6 understand the importance of fairness within the hypothetical community and relate this to experiences within their own communities</p> <ul style="list-style-type: none"> fairness and equity <p>A7 recognize that there are different ways of making and implementing decisions within a democratic society</p> <ul style="list-style-type: none"> electoral process lobbying and interest groups petitions <p>A8 know that active citizenship involves cooperation and respect for the rights of others and that this is why there is a need for rules and shared responsibilities</p> <ul style="list-style-type: none"> Reasons why government is necessary for communities public and private helping organizations philanthropy <p>Outcome: The student understands that responsible citizens are actively involved in their community as problem-solvers, good decision-makers and collaborators using democratic principles.</p>	<p>A5</p> <ul style="list-style-type: none"> Students will participate in group discussions on the complexity of individual identities and its change over time Students will engage in informed debates of what is meant by a „citizen“ in Bermuda <p>A6</p> <ul style="list-style-type: none"> Students evaluate what is fair and unfair in different situations by drawing on their own life experiences Students report on how justice is fundamental to a democratic society and the role of law in maintaining order and resolving conflict. <p>A7</p> <ul style="list-style-type: none"> Students will work individually and with others to research, initiate and plan actions to address an issue <p>A8</p> <ul style="list-style-type: none"> Students discuss and report how individuals, organizations and governments have responsibilities to ensure that rights are balanced, supported and protected Students volunteer to assist a particular charity; write about its function and why it is necessary
Key Skills	Recommended Formative Assessment Strategies:
<ul style="list-style-type: none"> express, justify and defend orally and in writing a personal opinion about issues, problems or events contribute to group and exploratory class discussions, and take part in formal debates negotiate, decide and take part responsibly in school and community-based activities reflect on the process of participating listen to others, and respond and build on their ideas and views constructively 	<ul style="list-style-type: none"> students participate in a group discussion or debate on a key topic. students give a 5 minute talk on the subject of a chosen topic. students search for and select information relating to legislation on a specific aspect of a topic and evaluate it in regard to its effectiveness. students under controlled conditions, present information for their tasks using IT.

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 presentation, dramatic presentation. The products could be items such as analysis, persuasive writing, reaction paper, podcasts.

Special Resources: (materials, equipment & community involvement)

- sources of local and national news, *eg TV, radio, newspapers*, to determine current issues in the headlines
- Bermuda Constitution – www.bermudalaws.bm
- *Your rights and responsibilities* – published by the Citizenship Foundation – www.citizenshipfoundation.org.uk
- CURE – www.cure.bm
- Human Rights Act – www.hrc.bm
- Guest Speakers
- Youth Parliament
- Centre on Philanthropy – www.centreonphilanthropy.org

REFERENCES - TEACHER:

- Resource binder

REFERENCES - STUDENT:

- Resource binder

Glossary:

- | | |
|------------------------|-----------------------------------------------------------------------------------------------------|
| 1. citizenship | a person who is legally recognized as a member of a country. |
| 2. civics | the study of the rights and duties of citizenship. |
| 3. common good | that which is beneficial for the community as opposed to an individual. |
| 4. community | a group of people living together in one place. |
| 5. conflict resolution | a non-violent solution of a problem or dispute. |
| 6. equity | the quality of being fair and impartial. |
| 7. fairness | treat people equally or appropriate to the circumstances. |
| 8. lobbying | try to influence a politician on an issue. |
| 9. petition | a formal written request signed by many people and appealing to authority about a particular cause. |
| 10. philanthropy | the practice of donating money to help people in need. |
| 11. responsibilities | a thing which one is required to do as part of a job or legal obligation. |
| 12. rights | morally good or justified |

SOCIAL STUDIES

Course Title: CITIZENSHIP	Sequence Reference: SS1330CIT-B			
Module B Title: Human Rights	Senior School Level			
Number of Periods: 20 doubles	S1	S2	S3	S4
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content Summary

Human Rights is an ongoing topic for debate in most societies. The Universal Declaration for Human Rights has had some success in establishing a global standard. However, traditions and cultures create obstacles in many instances. Bermuda has been no different. This module will examine this concept at the local and global levels.

Key Questions

- Are we our brother’s keeper?
- How can we achieve a balance in our lives between our wants and the common good?
- How do global issues influence national interests?
- Why are national interests and global issues sometimes in conflict?

Content Coverage/Learning Outcomes

Suggested Activities

At the end of this module, students will:	
	B1
B1 identify key aspects of individuals' rights and responsibilities and make links between rights and responsibilities. <ul style="list-style-type: none"> • Universal Declaration of Human Rights • Human Rights laws 	<ul style="list-style-type: none"> • Students create a report card to evaluate Bermuda’s Human Rights laws with the Universal Declaration of HR; summarize your overall conclusion at the end
B2 understand how rights can be at risk or denied <ul style="list-style-type: none"> • Examples of infringements of human rights and campaigns to bring about change 	B2 <ul style="list-style-type: none"> • Students investigate and report on an example each when a human right was put at risk locally and globally
B3 relate their knowledge and understanding of the topic to examples from real life/their own experiences demonstrating their skills of communication, participation and responsible action <ul style="list-style-type: none"> • the opportunities for individuals and voluntary groups to bring about social change locally and internationally 	B3 <ul style="list-style-type: none"> • Students plan a campaign with others • Students implement some aspects of their campaign with others • Students assess whether the campaign made a positive contribution
B4 understand that human rights are fundamental rights in Bermuda and every person is entitled to certain basic rights <ul style="list-style-type: none"> • the work of parliament, the government and the courts in making and shaping the law • the importance of playing an active part in democratic and electoral processes 	B4 <ul style="list-style-type: none"> • Students analyze the extent of alignment between human rights in Bermuda and laws • Students diagram the stages in making laws that do not contravene other laws • Students debate the importance of electoral and/or political participation
B5 recognize that rights can compete and/or conflict and so need to be balanced	B5 <ul style="list-style-type: none"> • Students search for and select information related to the views of others on an issue
B6 be aware of the roles of local and international governments and voluntary organizations in supporting and upholding human rights	B6-B8 <ul style="list-style-type: none"> • Students present in various ways how local and global organizations can monitor and /or influence human rights in countries

<ul style="list-style-type: none"> • Bermuda's relations with the United States and Europe, including the European Union, and relations with the Commonwealth and the United Nations • the wider issues and challenges of global interdependence and responsibility, including sustainable development <p>B7 use a combination of methods to inform a particular audience about basic human rights and responsibilities, and what happens when people's rights are infringed</p> <ul style="list-style-type: none"> • the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems <p>Outcome: Students understand the significance of honoring human rights both locally and globally and are familiar with documents and organizations that promote and support human rights. Students also demonstrate skills of communication, participation and responsible action.</p>	
Key Skills	Recommended Formative Assessment Strategies
<ul style="list-style-type: none"> • Contribute to group and exploratory class discussions, and take part in formal debates • use IT to inform the class, school or other audience of a particular issue • reflect on the process of participating • use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own 	<ul style="list-style-type: none"> • students participate in a group discussion and create a presentation on a key topic. • students search for and evaluate select information relating to legislation on a specific aspect of a topic • students read, compare and contrast information from at least two documents about the same subject. Each document must be a minimum of 500 words long.
Summative Assessment:	
<p>Assessments given at the end of a module where the data is used to generate grades.</p> <p>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 presentation, dramatic presentation. The products could be items such as analysis, persuasive writing, reaction paper, podcasts.</p>	
Special Resources: (materials, equipment & community involvement)	
<ul style="list-style-type: none"> • Human Rights Act – www.hrc.bm • The Children Act 1998 – www.bermudalaws.bm • The Constitution of Bermuda 1968 – www.bermudalaws.bm • CURE – www.cure.bm • Human Rights Commission – www.hrc.bm • Amnesty International – www.amnesty.org/en/region/bermuda • Human Rights Watch – www.hrw.org • U.N. – www.un.org/en/ • Guest Speakers 	

Reference Teacher:**Reference Student:**

- Resource binder

- Resource binder

Glossary:

- amnesty an official pardon for people convicted of political offences.
- authority a person or organization having official power.
- human rights basic rights to which every person is entitled, such as freedom.
- inalienable rights unable to be taken away or given away.
- justice the administration of law in a fair and reasonable way.
- United Nations an international organization of over 150 countries set up in 1945 to promote international peace, security, and cooperation.

SOCIAL STUDIES

Course Title: CITIZENSHIP	Sequence Reference: SS1330CIT-C			
Module C Title: International Organizations	Senior School Level			
Number of Periods: 20 doubles	S1	S2	S3	S4
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content Summary

We live in a global society. This module will explore Bermuda’s participation and interconnectedness within the 21st century global community.

Key Questions

- To what extent do international groups with which Bermuda is affiliated affect it?
- To what extent are we a global economy?
- To what extent are we unique as an individual country?
- What are some of the most pressing international issues at present?
- Why are national issues and global issues sometimes in conflict?

Content Coverage/Learning Outcomes

Suggested Activities

At the end of this module, students will:	
	C1
C1 describe what sustainable development is and identify a range of local priorities <ul style="list-style-type: none"> • Sustainable Development Strategy and Implementation Plan – Charting Our Course Sustaining Bermuda 	<ul style="list-style-type: none"> • Students, in groups, prepare a commentary on Bermuda’s Sustainable Development Strategy and Implementation Plan • Students, in groups, interview persons responsible for sustainable development in Bermuda in regard to the action plan and the role of young people
C2 recognize the impact of international agreements on national and local governments <ul style="list-style-type: none"> • Commonwealth • European Union • CARICOM • OECD • IMF • US government agreements 	C2 <ul style="list-style-type: none"> • Students chart at least one aspect each from four of the listed organizations that Bermuda must heed and the possible consequence, if any, if we don’t • Students use their findings to write a conclusion on the extent of the influence international organizations have on Bermuda
C3 recognize that global issues can be addressed by local action	C3 <ul style="list-style-type: none"> • Students present one example of a global issue that was addressed by local action
C4 identify how the local authority consults young people on its policies	C4 <ul style="list-style-type: none"> • Students identify one example when young people were consulted on government policy
C5 identify examples of how policy is impacting on individuals and the community, and assess whether their community is more sustainable as a result	C5 <ul style="list-style-type: none"> • Students identify one government policy that supports sustainable development • Students identify and analyze one government policy that needs to be amended to support the SD concept and explain how they will change it
C6 recognize what the economy is and that there are links and connections between individuals, business and government through the flow of money, products and activity, including work	C6 <ul style="list-style-type: none"> • Students will create a suitable presentation or activity that demonstrates the economic connectedness between individuals, business and government

<p>C7 identify problems that can result from economic change and government's role in dealing with problems of instability in the economy</p> <p>C8 know that Bermuda's economy is connected to the rest of the world and that economies are interdependent and give examples.</p> <ul style="list-style-type: none"> • International Businesses operating in Bermuda and their regulations • Tourism • 2008/9 global recession <p>Outcome: Students understand the interconnectedness of local and global economies and policies. They also recognize the significance of the roles of individuals, organizations and governments in addressing issues that threaten local and global sustainable development.</p>	<p>C7</p> <ul style="list-style-type: none"> • Students analyze the economic interdependence by giving an example of the problems that can emerge with economic change and government's response to it <p>C8</p> <ul style="list-style-type: none"> • Students give examples of how Bermuda's economic activities of International Business and Tourism are affected both positively and negatively by global events
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Key Skills	Recommended Formative Assessment Strategies
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<ul style="list-style-type: none"> • Contribute to group and exploratory class discussions, and take part in formal debates • Express, justify and defend orally and in writing a personal opinion about issues, problems or events • Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods 	<ul style="list-style-type: none"> • Students participate in a group discussion with two people in positions of authority • Students explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes • Students conduct quantitative research for their activity and interpret results
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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 presentation, dramatic presentation. The products could be items such as analysis, persuasive writing, reaction paper, podcasts.

Special Resources (Materials, equipment & community involvement):

- Guest Speakers
- Ministry of Finance Headquarters: Treaty Unit and International Business Unit – www.gov.bm
- Sustainable Development Strategy and Implementation Plan – Charting Our Course Sustaining Bermuda – www.gov.bm
- Statistics Department – www.statistics.gov.bm

Reference Teacher:		Reference Student:	
• Resource binder		• Resource binder	
Glossary:			
1. economy		the state of a country or region in terms of the production and consumption of goods and services and the supply of money.	
2. interdependence		relying on each other.	
3. international business		a company that is set up by non-Bermudians; incorporated in Bermuda and carries on business outside Bermuda from a principal place of business in Bermuda and is exempted from the law that requires local companies to have at least 60% Bermuda ownership.	
4. policy		a course of action adopted or proposed by an organization or person.	
5. sustainable development		development that meets the needs of the present without compromising the ability of future generations to meet their own needs.	
6. tourism		the commercial organization and operation of holidays and visits to places of interest.	

SOCIAL STUDIES

Course Title: CITIZENSHIP	Sequence Reference: SS1330CIT			
Module D Title: The System of Laws	Senior School Level			
Number of Periods: 20 doubles	S1	S2	S3	S4
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content Summary

This module examines the necessity of having and being aware of laws. Students will be given the opportunity for in depth study of those laws which can have a great impact on their current and future lives and those of their peers.

Key Questions:

- What determines how institutions assume and use power and authority?
- What is governance and how does it function in society?
- Why do power struggles inevitably surface in society?
- How do we impact our community/country?
- To what extent do we have a personal responsibility for the welfare of our community?

Curriculum Objectives:

Content Detail:

<p>At the end of this module, students will:</p> <p>D1 understand the reasons why societies have laws recognize the difference between criminal law and civil law</p> <ul style="list-style-type: none"> • The system of law in Bermuda – criminal law and civil law <p>D2 describe how laws are made, using examples understand the different ways in which laws are created and how the process can be consultative</p> <ul style="list-style-type: none"> • Legislative process of government departments and Houses of Parliament -the work of parliament, the government and the courts in making and shaping the law • The Constitution • Acts of Parliament/ Bills <p>D3 discuss legal ages and give reasons why they agree or disagree with them</p> <p>D4 identify different ways in which individuals and groups protest or complain about particular issues and describe recent examples of legal and illegal protests</p> <p>D5 recognize the role of individuals, voluntary groups and pressure groups in bringing about social change</p> <p>D6 identify ways in which young people can make their views known and how they can contribute to making rules and policies in their school and wider community:</p>	<p>D1</p> <ul style="list-style-type: none"> • Students use a venn diagram to show the similarities and differences between criminal and civic laws • Students can give a Bermuda example of each type <p>D2</p> <ul style="list-style-type: none"> • Students identify the different ways a law can be initiated • Students write the: <ol style="list-style-type: none"> i. procedure that must be used to create a Bill ii. due diligence that must be performed iii. steps that must be taken before it becomes law <p>D3</p> <ul style="list-style-type: none"> • Students debate the degree to which 18 is upheld as the legal age and argue whether you agree or disagree <p>D4, D5 & D6</p> <ul style="list-style-type: none"> • Students create a report that demonstrates their understanding that in a Democracy there are: <ol style="list-style-type: none"> i. provisions made for protest and complaints ii. provisions that allow people to participate in decision-making process
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<p>D7 understand the organization and structure of the police service and apply the duties and responsibilities of the police service as it relates to drug and traffic laws</p> <ul style="list-style-type: none"> • Drug laws • Traffic laws <p>D8 understand immigration laws and monetary law</p> <ul style="list-style-type: none"> • Immigration laws • Monetary laws <p>Outcome: students understand why civilizations need laws and the policies and procedures that support them.</p>	<p>D7</p> <ul style="list-style-type: none"> • students explain why there are laws to prevent drug abuse and irresponsible use of the roads • students analyze one aspect each of a drug law and a traffic law in relation to the duties and responsibilities of the police. Would you change anything? Why or why not? <p>D8</p> <ul style="list-style-type: none"> • Explain the objective of immigration and monetary laws. Do they need to be updated? Why or why not?
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Key Skills	Recommended Formative Assessment Strategies
<ul style="list-style-type: none"> • search for and select information relating to legislation on a specific aspect of a theme • evaluate critically different ideas and viewpoints including those with which the student does not necessarily agree 	<ul style="list-style-type: none"> • students participate in group discussion with two people in positions of authority • students conduct quantitative research for their activity and interpret the results • students read and summarize two policy documents related to a key theme

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 presentation, dramatic presentation. The products could be items such as analysis, persuasive writing, reaction paper, podcasts.

**Special Resources
(Materials, equipment & community involvement):**

- Attorney General and Ministry of Justice: Financial Intelligence Agency (FIA) – www.fia.bm
- Attorney General and Ministry of Justice: Legislature – www.gov.bm
- Attorney General and Ministry of Justice: National Anti-Money Laundering Committee – www.gov.bm
- Bermuda Bar Association – www.bermudabar.org
- Bermuda Law Reports – bdalawreports.net/
- www.bermudalaws.bm
- Bermuda Monetary Authority – www.bma.bm
- Bermuda Police Service – www.gov.bm
- Government House – www.gov.bm
- Labour, Home Affairs and Housing: Immigration – www.gov.bm
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Reference Teacher:	Reference Student:
<ul style="list-style-type: none"> • Resource binder 	<ul style="list-style-type: none"> • Resource binder

Glossary:

1. Act a law passed formally by a parliament.
2. Bill a draft of a proposed law presented to parliament for discussion.
3. Civil law law concerned with ordinary citizens.
4. Constitution a body of principles according to which a country or organization is governed.
5. Criminal law laws concerned with illegal activities.

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Citizenship senior course was prepared by Lisa DeSilva who was the Teacher Leader of the Social Studies Department at CedarBridge Academy. It has been modified by Leona Scott, Education Officer, Social Studies, to include suggested learning activities.

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 OR <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 OR <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 OR <ul style="list-style-type: none"> • Organize existing material in new ways OR <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%	

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:

- FORMAT** – The form (letter, postcard, essay, debate) in which the student is to present their response to the prompt.
- 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.
- TOPIC** – The content upon which the student is to concentrate in generating their response to the prompt.
- 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	
K n o w l e d g e	Recall or recognition of specific information.	directs, tells, shows, examines, questions, evaluates	responds, absorbs, remembers, recognizes, memorizes, passive, recipient	define name record match select cite	underline distinguish memorize reproduce give examples	recite choose describe list relate show	group quote repeat label recall sort	fact worksheet workbook reproduction label	list test quiz

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 rhythmical patterns - Give presentations using musical accompaniment - Explain how two songs are the same & different - Present a short class musical - Make an instrument & demonstrate it - Create a musical game - Collect & present songs - Write a new ending to a song - Play instruments - Use technology to create music - Collect & present music using a theme 	<ul style="list-style-type: none"> - Do peer review, deciding criteria together - Work in collaborative groups - Do peer or cross-age Tutoring - Use leadership skills - Create & implement group rules - Conduct a class Meeting - Identify & assume a role - Organize or participate in a group - Use conflict resolution strategies - Engage in peer mediation - Accommodate learning differences - Be a mentor or Mentee - Discuss regional, global or cultural issues - Use internet to discuss global issues 	<ul style="list-style-type: none"> - Engage in self-assessment activities - Use reflective journals to track learning - Devise personal goals - Describe own learning style - Organize own portfolio & write or fill out learning summary - Manage self-directed Projects - Describe personal Qualities - Explain personal Philosophies - Use emotional Processing - Describe personal Values - Use self-directed learning - Explain purpose in studying - Explain intuitive Hunches - Receive feedback - Write an Autobiography - Maintain log of personal reflections

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

Biographies

Essential Questions when you want a young person to know and understand about the significance and relevance of someone's deeds:

Who are they?

What did they do?

Why was it important then?

How is it connected to me now?