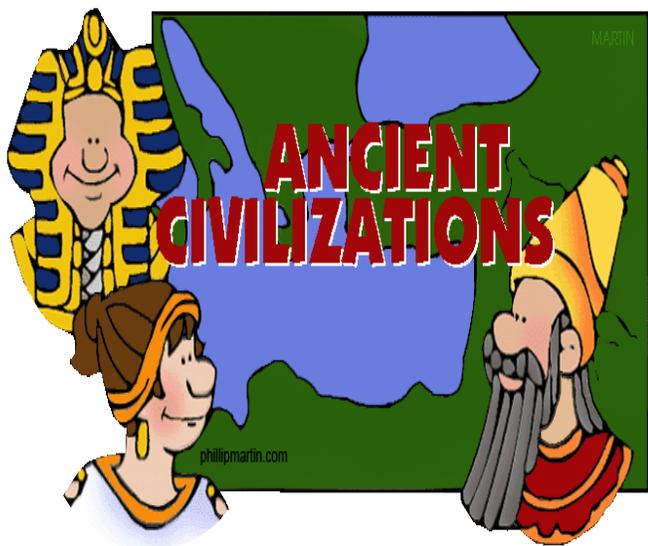


# "I Can" Mascoma Social Studies Grade 6 Curriculum

## I Have Good SOCIAL STUDIES SKILLS



I can observe and ask questions about social studies topics.

I can explain a simple social studies model.

I can use simple social studies tools.

I can plan a social studies investigation with my teacher and classmates.

I can explain the results of the data collected during a social studies investigation.

I can use evidence from research to develop a claim about the past.

## I know about FRAMING and ADVANCING an INQUIRY

I can frame a compelling question about a Grade 5 Social Studies topic.

I can explain why this compelling question is important to me.

I can generate three or more supporting questions that will help me find an answer for my compelling question.

I can locate two or more sources that may help me answer my question (print or digital).



# I Know about CIVICS



□ I can distinguish the responsibilities and powers of citizens, political parties, interest groups, and the media in a variety of governmental and non-governmental contexts.

□ I can describe the roles of political, civil, and economic organizations in shaping people's lives.

□ I can compare deliberative processes used by a number of groups in various settings.

□ I can compare historical and contemporary means of changing societies and promoting the common good.

A little primer for my teacher:

Common Core	<u>RH.6.1</u> -Cite specific textual evidence to support analysis of primary and secondary sources.	<u>RH.6.2</u> -Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	<u>RH.6.7</u> -Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<u>WHST.6.2</u> - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	<u>SL 6.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on others' ideas and expression their own clearly: <ul style="list-style-type: none"> <li>• Come to discussion prepared, having read or studied the</li> </ul>	<u>SL 6.4</u> - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate the main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

	<p>required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> <li>• Follow rules for collegial discussion</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</li> <li>• Review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<p><u>SL 6.5</u>- Include multimedia components (graphics, images, music and sound) and visual displays in presentations to clarify information.</p>
<p>Vocabulary</p>	<p>Bias, debate, democracy, equity, Greek Republic, interest group, legislation, principles, Roman Republic, senate,</p>	

## I Know About ECONOMICS



I can explain how economic decisions affect the well-being of individuals, businesses and society.

I can explain the roles of buyers and sellers in product, labor, and financial markets.

I can describe the role of competition in the determination of prices and wages.

□ I can explain ways in which money facilitates exchange.

□ I can analyze the role of innovation and entrepreneurship in an economy.

□ I can explain why standards of living increase as productivity improves.

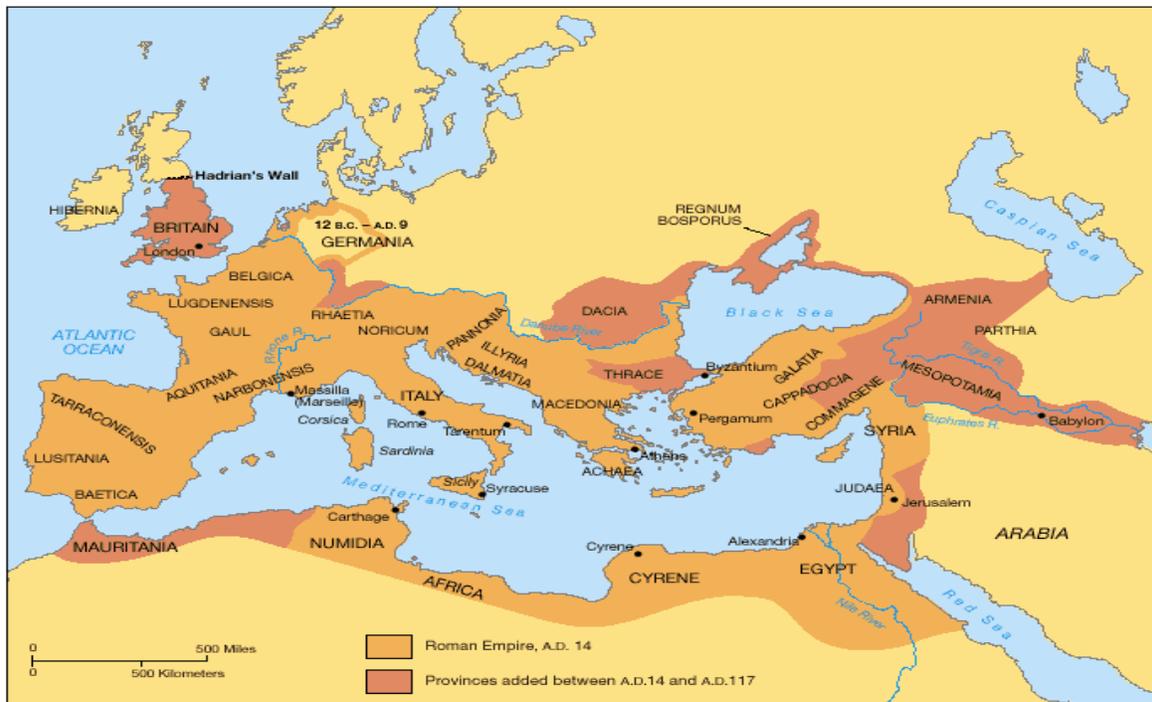
□ I can explain barriers to trade and how those barriers influence trade among communities.

A little primer for my teacher:

Common Core	<u>RH.6.2-</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<u>RH.6.6-</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	<u>WHST.6.1-</u> Write arguments focused on <b>discipline-specific content</b> . <ul style="list-style-type: none"><li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li><li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>• Establish and maintain a formal style.</li><li>• Provide a concluding statement or section that follows from and</li></ul>	<u>SL 6.1-</u> Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on others' ideas and expression their own clearly: <ul style="list-style-type: none"><li>• Come to discussion prepared, having read or studied the required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>• Follow rules for collegial discussion</li><li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion</li><li>• Review key ideas expressed and demonstrate understanding of</li></ul>

	supports the argument presented.	multiple perspectives through reflection and paraphrasing.
	<u>WHST.6.5-</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<u>WHST.6.7-</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	<u>SL 6.4-</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate the main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
Vocabulary	Feudal, apprentice, fief, serf, guild, trade	

## I Know About GEOGRAPHY



 The Roman Empire, 14 and 117 C.E. At its fullest extent, the Roman Empire included the entire Mediterranean and Black Sea worlds and all of western Europe, as well as the ancient civilizations of Egypt and Mesopotamia.

- I can construct maps to represent and explain the spatial patterns of cultural and/or environmental characteristics.
- I can analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- I can explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- I can analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
- I can evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.
- I can explain analyze the ways in which cultural and environmental characteristics vary among different regions of the world.

A little primer for my teacher:

Common Core	<u>RH.6.3</u> - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<u>RH.6.5</u> - Describe how a text presents information (e.g., sequentially, comparatively, causally).
	<u>RH.6.7</u> - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<u>WHST.6.2</u> -Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables),</li> </ul>

		<p>and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
	<p><u>WHST.6.6</u>- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><u>WHST.6.8</u>- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
	<p><u>WHST.6.9</u>- Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><u>SL 6.2</u>- Interpret information presented in diverse media and formats (visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>
	<p><u>SL 6.5</u>-Use multimedia components and visual displays in presentations to clarify information.</p>	<p><u>SL 6.6</u>- Adapt speech to a variety of contexts and tasks. Demonstrate command of formal English, when appropriate.</p>
Vocabulary	Cultural/environmental characteristics, patterns, conflict, cooperation	

## I Know About History



I can classify series of historical events and developments as examples of change and/or continuity.

I can use questions generated about individuals and groups to analyze why they, and the developments they shared, are seen as historically significant.

I can analyze multiple factors that influenced the perspectives of people during different historical eras.

I can detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

I can organize applicable evidence into a coherent argument about the past.

A little primer for my teacher:

Common Core	<u>RH.6.2</u> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<u>RH.6.5</u> - Describe how a text presents information (e.g., sequentially, comparatively, causally).
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	<u>RH.6.9</u> - Analyze the relationship between a primary and secondary source on the same topic.	<u>WHST.6.1</u> - Write arguments focused on <b>discipline-specific content</b> .
	<u>WHST.6.2.d</u> - Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>WHST.6.4</u> -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<u>WHST.6.8</u> - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<u>SL 6.5</u> - Include multimedia components and visual displays in presentations to clarify information.
Vocabulary	Timeline, source, evidence, significant, change, factor, perspective	

Social Studies Program: TCI: Ancient Civilizations  
TCI: The Middle Ages