

"I Can" Mascoma Social Studies Grade 7 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 examine the origins, purposes and impact of constitutions, laws, treaties, and international agreements.



□ I Can explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government or civil society.

□ I Can analyze the purposes, implementation, and consequences of public policies in multiple 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.7.1</u> -Cite specific textual evidence to support analysis of primary and secondary sources.	<u>RH.7.2</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.7.7</u> -Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<u>WHST.7.2</u> - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	<u>WHST.7.1</u> - Write arguments focused on discipline-specific content : <ul style="list-style-type: none"> 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. 	<u>SL 7.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics and texts, building on others' ideas and expression their own clearly: <ul style="list-style-type: none"> Come to discussion prepared, having read or studied the required material; explicitly draw

	<ul style="list-style-type: none"> • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>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"> • Follow rules for collegial discussion • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back to topic when needed • Acknowledge new information expressed by others, and when warranted, modify their own views.
	<p><u>SL 7.4-</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>	<p><u>SL 7.5-</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, interest group, legislation, principles, civil disobedience, rights, responsibilities, apartheid,</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 how changes in supply and demand cause changes in prices and quantities of goods and services, and labor.
- 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.
- I can explain the benefits and costs of trade policies to individuals, businesses, and societies.

A little primer for my teacher:

Common Core	<p><u>RH.7.2-</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.</p>	<p><u>RH.7.6-</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).</p>
	<p><u>WHST.7.2-</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p><u>SL 7.1-</u> Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics and texts, building on others' ideas and expression their own clearly:</p> <ul style="list-style-type: none"> • 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. • Follow rules for collegial discussion • Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back to topic when needed • Acknowledge new information expressed by others, and when warranted, modify their own views.
	<p><u>WHST.7.5-</u> With some guidance and support from peers and adults, develop and strengthen writing as</p>	<p><u>WHST.7.7-</u> Conduct short research projects to answer a question (including a self-generated</p>

	needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	<u>SL 7.4</u> - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<u>SL 7.5</u> - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Vocabulary	Capital resources, consumer, demand, natural resources, profit, cost, produce, supply, opportunity cost, human resources, wages/ salary, scarcity, entrepreneur, stock, competition	

I Know About GEOGRAPHY



I can use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and changes in their environmental characteristics.

I can use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.

I can explain how cultural patterns and economic decisions influence environments and the daily lives of people.

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 explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

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 how the relationship between the environmental characteristics of a place and production of goods influences the spatial pattern of world trade.

I can explain how global changes in population distribution patterns affect changes in land use in particular places.

A little primer for my teacher:

Common Core	<u>RH.7.3</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.7.5</u> - Describe how a text presents information (e.g., sequentially, comparatively, causally).
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	<p><u>RH.7.7</u>- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><u>WHST.7.2</u>-Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> • 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), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
	<p><u>WHST.7.6</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.7.8</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</p>

		following a standard format for citation.
	<u>WHST.7.9</u> - Draw evidence from informational texts to support analysis, reflection, and research.	<u>SL 7.2</u> - Analyze main idea and supporting details presented in diverse media formats (visually, quantitatively, orally) and explain how ideas clarify a topic or text.
	<u>SL 7.5</u> -Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<u>SL 7.6</u> - Adapt speech to a variety of contexts and tasks. Demonstrate command of formal English, when appropriate.
Vocabulary	Cultural/environmental characteristics, patterns, conflict, cooperation	

I Know About History



I can analyze connections among events and developments in broader historical contexts.

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 explain how and why perspectives of people have changed over time.

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 evaluate the relevancy and utility of a historical source based on information such as creator, date, place of origin, intended audience, and purpose.

I can explain multiple causes and effects of events and developments in the past.

I can evaluate the relative influence of various causes of events and developments in the past.

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

A little primer for my teacher:

Common Core	<u>RH.7.2</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.7.5</u> - Describe how a text presents information (e.g., sequentially, comparatively, causally).
	<u>RH.7.9</u> - Analyze the relationship between a primary and secondary source on the same topic.	<u>WHST.7.1</u> - Write arguments focused on discipline-specific content .
	<u>WHST.7.2.d</u> - Use precise language and domain-specific vocabulary to inform about or explain the topic.	<u>WHST.7.4</u> - Produce clear and coherent writing in which the development, organization, and

		style are appropriate to task, purpose, and audience.
	<u>WHST.7.8</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 7.2</u> - Analyze main idea and supporting details presented in diverse media formats (visually, quantitatively, orally) and explain how ideas clarify a topic or text.
	<u>SL 7.5</u> -Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<u>SL 7.6</u> - Adapt speech to a variety of contexts and tasks. Demonstrate command of formal English, when appropriate.
Vocabulary	Timeline, source, evidence, significant, change, factor, perspective	

Social Studies Program: TCI: world Geography