

"I Can" Mascoma Social Studies Grade 8 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

LEGISLATIVE



- ★ Makes laws
- ★ Approves presidential appointments
- ★ Two senators from each state
- ★ The number of congressmen is based on population

EXECUTIVE



- ★ Signs laws
- ★ Vetoes laws
- ★ Pardons people
- ★ Appoints federal judges
- ★ Elected every four years

JUDICIAL



- ★ Decides if laws are constitutional
- ★ Are appointed by the president
- ★ There are 9 justices
- ★ Can overturn rulings by other judges

I can explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and office-holders).

I can explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and other countries.

I can explain the origins, functions, and structure of government with reference to the U. S. Constitution, state constitutions, and selected other systems of government.

I can apply civic virtues and democratic principles in school and community settings.

□ I can analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

□ I can differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

□ I can assess specific rules and laws (both actual and proposed) as means of addressing public problems.

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

A little primer for my teacher:

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| Common Core | <u>RH.8.1</u> -Cite specific textual evidence to support analysis of primary and secondary sources. | <u>RH.8.2</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.8.7</u> -Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | <u>WHST.8.2</u> - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| | <u>WHST.8.1</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. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | <u>SL 8.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 8 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 researched material under study; 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 and decision making, track progress toward specific |

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| | <ul style="list-style-type: none"> • 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>goals and deadlines, and define individual roles as needed.</p> <ul style="list-style-type: none"> • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented. |
| | <p><u>SL 8.4</u>- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><u>SL 8.5</u>- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> |
| Vocabulary | <p>Bias, debate, democracy, equity, interest group, legislation, principles, civil disobedience, rights, responsibilities, constitution, Bill of Rights, branches of government, legislative, executive, judicial</p> | |

I Know About ECONOMICS

I can evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.



I can explain how external benefits and costs influence market outcomes.

I can describe the roles of institutions such as: corporations, non-profits and labor unions in the market economy.

I can explain the influence of changes in interest rates on borrowing money.

I can use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income and economic growth in the economy.

I can explain how inflation, deflation, and underemployment affect different groups.

I can explain the benefits and costs of trade policies to individuals, businesses, and societies.

A little primer for my teacher:

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| Common Core | <u>RH.8.2</u> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source | <u>RH.8.6</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). |
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| | <p>distinct from prior knowledge or opinions.</p> | |
| | <p><u>WHST.8.2-</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 8.1-</u> Engage effectively in a range of collaborative discussions with diverse partners on grade 8 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 researched material under study; 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 and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented. |
| | <p><u>WHST.8.5-</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.</p> | <p><u>WHST.7.7-</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.</p> |

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| | <u>SL 8.4</u> - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | <u>SL 8.5</u> - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| | <u>MP.8.1</u> - Reason abstractly and quantitatively | <u>MP.8.2</u> - Model with mathematics |
| | <u>RP.8.A.3</u> - Use ratio and rate reasoning to solve real-world and mathematical problems | |
| Vocabulary | Benefit/cost, corporation, non-profit, labor union, market economy, interest rate, unemployment, inflation, deflation, employment rate, trade policy | |

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.

A little primer for my teacher:

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| Common Core | <u>RH.8.3-</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.8.5-</u> Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| | <u>RH.8.7-</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | <u>WHST.8.1-</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. • 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 |

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| | | <p>Clarify the relationships among Claim(s), Counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. |
| | <p><u>WHST.8.6</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.8.8</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.8.9</u>- Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p><u>SL 8.2</u>- Analyze main idea and supporting details presented in diverse media formats (visually, quantitatively, orally) and explain how ideas clarify a topic or text.</p> |
| | <p><u>SL 8.5</u>-Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> | <p><u>SL 8.6</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 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 how people's perspectives influenced what information is available in the historical sources they created.

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

- I can use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

- I can use questions generated about multiple historical sources to identify further areas of inquiry and additional 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.

I can compare the central arguments in secondary works of history on related topics in multiple media.

A little primer for my teacher:

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| Common Core | <u>RH.8.2</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.8.5</u> - Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| | <u>RH.8.9</u> - Analyze the relationship between a primary and secondary source on the same topic. | <u>WHST.8.2</u> - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <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), |

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| | | <p>and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • 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.8.8</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>SL 8.2</u>- Analyze main idea and supporting details presented in diverse media formats (visually, quantitatively, orally) and explain how ideas clarify a topic or text.</p> |
| | <p><u>SL 8.5</u>-Integrate multimedia and visual displays into presentations to clarify information, strengthen evidence and claims, and to add interest.</p> | <p><u>SL 8.6</u>- Adapt speech to a variety of contexts and tasks. Demonstrate command of formal English, when indicated and appropriate.</p> |
| Vocabulary | Timeline, source, evidence, significant, change, factor, perspective | |

Social Studies Program:

