

“I Can” Mascoma High School Grade 11-12 Social Studies 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

Forms of Government

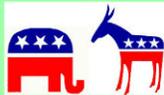
Monarchy

A form of government in which all or most of the power is in the hands of one individual, the monarch.



Democracy

A system in which the power is shared by all the people. "Government by the people"



Dictatorship

Is a government controlled by one person.



Communism

Is the doctrine of the conditions of the liberation of the proletariat.



Anarchy

Absence of government and absolute freedom of the individual.



If you are confused on Anarchy, watch this video.



Also, check out this helpful but long video.



- I can analyze the role of citizens in the US political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- I can analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- I can evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.
- I can critique relationships among governments, societies, and economic markets.
- I can evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- I can use appropriate deliberative processes in multiple settings.

- I can analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- I can evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
- I can evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- I can analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

A little primer for my teacher:

Mascoma Standards	<u>RH.11.1</u> - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<u>RH.11.3</u> - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain..
	<u>RH.11.7</u> -Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<u>RH.11.8</u> - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	<u>RH.11.9</u> - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<u>WHST.11-12.4</u> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<u>WHST.11-12.5</u> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<u>WHST.11-12.6</u> -Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	<u>WHST.11-12.7</u> -Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<u>WHST.11-12.8</u> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

	<u>WHST.11-12.9</u> -Draw evidence from informational texts to support analysis, reflection, and research.	
	<u>SL 11.3</u> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<u>SL 11.4</u> - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	<u>SL 11.5</u> - Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.	<u>SL.11.6</u> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Vocabulary	Bias, debate, democracy, equity, interest group, legislation, principles, civil disobedience, rights, responsibilities, constitution, democratic principles, Bill of Rights, branches of government, forms of government	

I Know About ECONOMICS



I can analyze how incentives influence choice that may result in policies with a range of costs and benefits for different groups.

I can describe the consequences of competition in specific markets.

I can generate possible explanations for a government role in markets when market inefficiencies exist.

I can use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.

I can describe the possible consequences, both intended and

unintended, of government policies to improve market outcomes.

I can describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

I can use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

I can explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

I can analyze the role of comparative advantage in international trade of goods and services.

I can explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

A little primer for my teacher:

<p>Mascoma Standards</p>	<p><u>RH.11.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p><u>RH.11.7</u>- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
	<p><u>RH.11.8</u>- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><u>WHST.11.4</u>- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p><u>WHST.11.5</u>- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><u>WHST.11.6</u>- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
	<p><u>WHST.9.7</u>- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><u>WHST.11.8</u>- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
	<p><u>SL 11.1</u>-Initiate and participate effectively in a range of collaborative discussion with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:</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 from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 	<p><u>SL 11.5</u>- Make strategic use of digital media (textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.</p>
		<p><u>MP.9.1</u>- Reason abstractly and quantitatively</p>
		<p><u>MP.9.2</u>- Model with mathematics</p>
		<p><u>RP.9.A.3</u>- Use ratio and rate reasoning to solve real-world and mathematical problems</p>

	<ul style="list-style-type: none"> • Propel conversation by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information is required to deepen the investigation or completion of the task. 	
Vocabulary	Benefit/cost, corporation, non-profit, labor union, market economy, trade policy	

I Know About GEOGRAPHY



- I can analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of the human population.
- I can use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- I can analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- I can evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

I can analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human populations.

I can evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

I can evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

I can evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

I can evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

A little primer for my teacher:

Mascoma Standards	<u>RH.11.3</u> - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<u>RH.11.6</u> - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	<u>RH.11.9</u> - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<u>WHST.11.2</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 and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

		<ul style="list-style-type: none"> • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	<p><u>WHST.11.5</u>- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><u>WHST.11.9</u>- Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p><u>SL 11.2</u>- Integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies in the data.</p>	<p><u>SL 11.5</u>-Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Vocabulary</p>	<p>Cultural/environmental characteristics, patterns, conflict, cooperation</p>	

I Know About History



- I can evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- I can analyze change and continuity in historical eras.
- I can use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- I can analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- I can analyze how historical contexts shaped and continue to shape people's perspectives.

I can analyze the ways in which the perspectives of those writing history shaped the history they produced.

I can explain how the perspective of people in the present shape interpretations of the past.

I can analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

I can analyze the relationship between historical sources and the secondary interpretations made from them.

I can detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

I can critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

I can use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

I can critique the appropriateness of the historical sources used in a secondary interpretation.

I can analyze multiple and complex causes and effects of events in the past.

I can distinguish between long-term causes and triggering events in developing a historical argument.

I can integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

I can critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

I can use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, national and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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	<p><u>RH.11.8</u>- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><u>RH.11.9</u>- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
	<p><u>WHST.11.1</u>- Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	<p><u>WHST.11.2</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 and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and

	<ul style="list-style-type: none"> Provide a concluding statement or section that follows from or supports the argument presented. 	<p>context as well as to the expertise of likely readers.</p> <ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	<p><u>WHST.11.6</u>- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><u>WHST.11.8</u>- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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	<p><u>SL.11.6</u>- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
Vocabulary	Timeline, source, evidence, significant, change, factor, perspective	