# "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.
- $\square$  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.

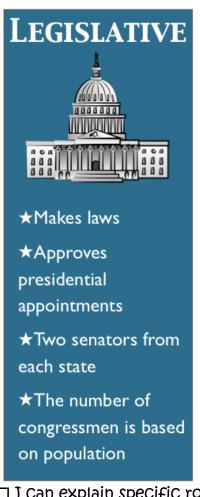
# I know about FRAMING and ADVANCING an INQUIRY

- $\square$  I can frame a compelling question about a Grade 5 Social Studies topic.
- $\square$  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.



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

# I Know about CIVICS







- ☐ I can explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders.
- $\square$  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.
- $\square$  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.	
$\square$ 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.	

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goals and deadlines, and define Use words, phrases, and clauses individual roles as needed. to Create Cohesion and Clarify the relationships among Claim(s), Pose questions that connect the counterclaims, reasons, and ideas of several speakers and evidence. respond to others' questions and • Establish and maintain a formal Comments with relevant style. evidence, observations, and ideas. Provide a concluding statement Acknowledge new information or section that follows from and expressed by others, and when supports the argument warranted, qualify or justify their own views in light of the evidence presented. presented. SL 8.4- Present Claims and findings, SL 8.5- Integrate multimedia and emphasizing salient points in a visual displays into presentations to Clarify information, strengthen focused, coherent manner with relevant evidence, sound valid Claims and evidence, and add reasoning, and well-chosen details; interest. use appropriate eye contact, adequate volume, and Clear pronunciation. Bias, debate, democracy, equity, interest group, legislation, principles, civil Vocabulary disobedience, rights, responsibilities, constitution, Bill of Rights, branches

of government, legislative, executive, judicial

## 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.

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

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

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

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

Common	RH.8.2- Determine the central ideas	RH.8.6- Identify aspects of a text	
Core	or information of a primary or	that reveal an author's point of	
	secondary source; provide an	view or purpose (e.g., loaded	
	accurate summary of the source	language, inclusion or avoidance of	
		particular facts).	

distinct from prior knowledge or opinions.

WHST.8.2- Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.

<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:

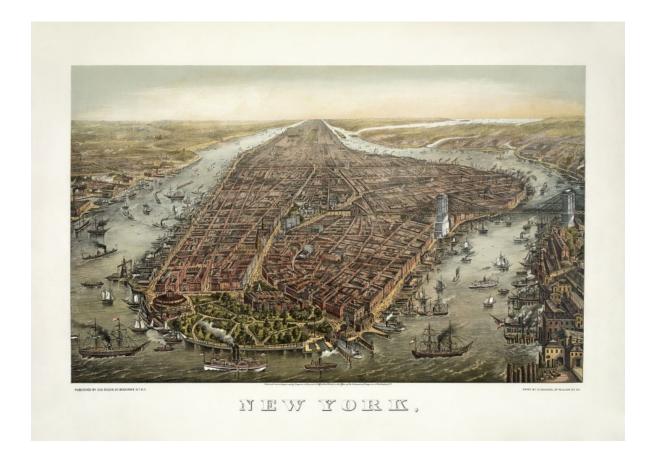
- Come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussion and decision making, track progress toward specific 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.

WHST.8.5- 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.

WHST.7.7- 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.

	SL 8.4- 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.	
	MP.8.1-Reason abstractly and quantitatively	MP.8.2- Model with mathematics	
	RP.8.소.3- 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



$\square$ 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.
$\square$ I can explain how cultural patterns and economic decisions influence environments and the daily lives of people.
$\Box$ ] 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.

Common Core	RH.8.3- 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).	RH.8.5- Describe how a text presents information (e.g., sequentially, comparatively, Causally).
	RH.8.7- Integrate visual information (e.g., in Charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	WHST.8.1- Write arguments focused on discipline-specific content.  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

	WHST.8.6- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	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.  WHST.8.8- 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.		
	WHST.8.9- Draw evidence from informational texts to support	SL 8.2- Analyze main idea and supporting details presented in		
	analysis, reflection, and research.	diverse media formats (visually, quantitatively, orally) and explain how ideas Clarify a topic or text.		
	SL 8.5-Include multimedia	SL 8.6- Adapt speech to a variety		
	components and visual displays in	of contexts and tasks.		
	presentations to Clarify Claims and	Demonstrate command of formal		
	findings and emphasize salient	English, when appropriate.		
	points.			
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.
- $\square$  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.
- $\square$  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.

$\square$ 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.
$\square$ ] can explain multiple causes and effects of events and developments in the past.
$\hfill\square$ ] can evaluate the relative influence of various causes of events and developments in the past.
$\square$ ] Can organize applicable evidence into a coherent argument about the past.
$\square$ ] Can Compare the Central arguments in secondary works of history on related topics in multiple media.

RH.8.2- Determine the central	RH.8.5- Describe how a text	
	presents information (e.g.,	
or secondary source; provide an	sequentially, comparatively,	
accurate summary of the source	Causally).	
distinct from prior knowledge or		
opinions.		
RH.8.9- Analyze the relationship	WHST.8.2- Write informative/	
between a primary and secondary	explanatory texts, including the	
source on the same topic.	narration of historical events,	
	scientific procedures/	
	experiments, or technical	
	processes.	
	<ul> <li>Introduce a topic clearly,</li> </ul>	
	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),	
	ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  RH.8.9- Analyze the relationship between a primary and secondary	

	WHST.8.8- 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	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  SL 8.2- Analyze main idea and supporting details presented in diverse media formats (visually, quantitatively, orally) and explain how ideas clarify a topic or text.
	following a standard format for Citation.	
	<u>SL 8.5-Integrate</u> multimedia and visual displays into presentations to Clarify information, strengthen evidence and Claims, and to add interest.	SL 8.6- Adapt speech to a variety of contexts and tasks.  Demonstrate command of formal English, when indicated and appropriate.
Vocabulary	Timeline, source, evidence, significa	nt, Change, factor, perspective

Social Studies Program: