

“I Can” Mascoma High School Grade 9-10 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

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 distinguish the powers and responsibilities of local, state, tribal, national, international, civic, and political institutions.
- 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 explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- I can apply civic virtues and democratic principles when working with others in school and community settings.
- I can how people use and challenge local, state, national and international laws to address a variety of public issues.

A little primer for my teacher:

<p>Mascoma Standards</p>	<p><u>RH.9.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p><u>RH.9.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>
	<p><u>RH.9.4</u>- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p><u>RH.9.7</u>- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
	<p><u>WHST.9.1</u>- Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses 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. • Provide a concluding statement or section that follows from or supports the argument presented. 	<p><u>SL 9.1</u>- Initiate and participate effectively in a range of collaborative discussion with diverse partners on grades 9-10 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 set rules for collegial discussions and decision-making (informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.

	<u>SL 9.3</u> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<u>SL 9.4</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 9.5</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.9.6</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, legislative, executive, judicial	

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 use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

I can analyze ways in which incentives influence what is produced and distributed in a market system.

I can evaluate the extent to which competition among sellers and among buyers exists in specific markets.

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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 use economic indicators to analyze the current and future state of the economy.

I can evaluate the selection of monetary and fiscal policies in a variety of 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:

Mascoma Standards	<u>RH.9.2</u> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<u>RH.9.7</u> - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	<u>RH.9.8</u> - Assess the extent to which the reasoning and evidence in a text support the author's claims.	<u>WHST.9.4</u> -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<u>WHST.9.5</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.9.6</u> - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	<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.	<u>WHST.9.8</u> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	<u>SL 9.4</u> - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of	<u>SL 9.5</u> - Make strategic use of digital media (textual, graphical, audio, visual and interactive elements) in presentations to enhance

	reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	understanding of findings, reasoning, and evidence, and to add interest.
	<u>MP.9.1</u> - Reason abstractly and quantitatively	<u>MP.9.2</u> - Model with mathematics
	<u>RP.9.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 analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

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

I can analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

I can evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

A little primer for my teacher:

Mascoma Standards	<p><u>RH.9.2</u>- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p><u>RH.9.6</u>- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
	<p><u>RH.9.7</u>- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><u>WHST.9.2</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 ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient 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 ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. • 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.9.4</u>- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>WHST.9.5</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>

	<u>WHST.9.6</u> -Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<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.
	<u>WHST.9.8</u> -Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<u>SL 9.2</u> - Integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, orally) evaluation the credibility and accuracy of each source.
	<u>SL 9.5</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 9.6</u> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English, when indicated or appropriate.
Vocabulary	Cultural/environmental characteristics, patterns, conflict, cooperation	

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

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

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.

A little primer for my teacher:

Mascoma Standards	<u>RH.9.2</u> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<u>RH.9.3</u> - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	<u>RH.9.6</u> - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<u>WHST.9.1</u> - Write arguments focused on discipline-specific content : <ul style="list-style-type: none">• Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.• Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.• Use words, phrases, and clauses 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.

		<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented.
	<p><u>WHST.9.5-</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.9.6-</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
	<p><u>WHST.9.8-</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><u>WHST.9.9-</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p><u>SL 9.1-</u> Initiate and participate effectively in a range of collaborative discussion with diverse partners on grades 9-10 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 set rules for collegial discussions and decision-making (informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • Propel conversation by posing and responding to questions that relate the current discussion to broader 	<p><u>SL 9.4-</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 the purpose, audience, and task.</p>

	<p>themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.</p>	
	<p><u>SL 9.5</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>SL 9.6</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	