

Social Studies “I Can” Statements

The “I Can” statements below are broad statements based on the six competencies. Classroom “I Can” would be expected to be more specific.

1. I Can Statements for Applications of Social Studies Processes, Knowledge, and Skill

K-2 I can follow school and classroom rules.

I can recognize important United States symbols.

I can list events in chronological order.

I can, with assistance, research individuals or groups of historical figures and understand different points of view about their impact on history.

3-5 I can recognize important United States documents.

I can critique information from multiple resources.

I can create and present research-based projects.

6-8 I can independently research and gather information from multiple sources. I can ask evaluating questions and analyze the informative answers that help gain historical perspective.

2. I Can Statements for Civic Engagement

K-2 I can explain ways that rules help me get along with others.

I can understand the need for and help create classroom rules and expectations.

I can help to solve problems in my class, school, or community.

I can explain what it means to be part of a community.

I can explore and explain how a person can participate in their community.

3-5 I can explain why a democracy makes rules and how it helps the people of a community as society changes.

I can understand what it means to be a responsible citizen and can actively participate in my school or community accordingly.

I can investigate how to actively improve my community.

6-8 I can identify the needs of a community.

I can create a plan that can solve the needs of the community.

I can implement my plan to solve a community problem.

3. **I Can Statements for** Civics and Government

K-2 **I can** understand my role as a citizen in my classroom.

I can compare and contrast a variety of careers in the community.

I can understand that people in different roles have different responsibilities.

I can explain that people choose their government leaders.

I can explain that the government's job is to provide for people.

3-5 **I can** explain why society needs rules and laws.

I can distinguish the roles and responsibilities of government at local, state and federal levels.

I can examine citizen responsibilities at the local, state, and/or national level.

I can explain why different levels of government are needed for solving public problems.

6-8 **I can** identify the roles of government in different societies.

I can use primary sources to compare and contrast different forms of governments throughout history.

I can identify how the roles of governments have changed and apply this understanding to modern systems.

4. **I Can Statements for Economics**

K-2 **I can** tell about the importance of having a job.

I can compare and contrast wants and needs.

I can explain what might happen when there is not enough (food, services, money) in our town or in the world.

I can suggest ways to use resources that exceed the needs (excess) of our community.

I can understand how and why people put money in a bank.

3-5 **I can** I can demonstrate an understanding of supply and demand in the market.

I can describe and analyze how costs and benefits help people decide whether or not to spend money.

I can explain the role of a bank, investments, or lending agencies in our economic structure.

I can explain how human and natural resources are used to produce goods and services.

6-8 **I can** show a basic understanding of multiple economic concepts.

I can distinguish how economic systems have impacted global cultures.

5. I Can Statements for Geography

K-2 **I can** I can identify my location on a variety of maps.

I can read a variety of maps using a map key.

I can explain the difference between maps, globes, and photographic images of a location.

I can explain how geographic features, weather, climate, and natural disasters affect people's lives.

I can explain how human activity impacts the geographic environment.

I can describe how the geography of a region influences the culture and life style of the people who live there.

3-5 **I can** identify and describe the characteristics and purposes of geographic tools (eg: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies).

I can locate major physical and human features in the United States and on Earth (e.g., mountain ranges, principal parallels or meridians).

I can investigate and summarize the physical and human traits of places.

I can recognize how physical and human processes together shape places (e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude).

6-8 **I can** apply the five themes of geography to my understanding of cultural development.

6. I Can Statements for History

K-2 **I can** compare the way we live today with the way people lived in the past.

I can discuss why action of people in the past matter to us today.

I can discuss how my life at home, in school, and in my community have been influenced by actions of people and groups of the past.

I can explain how historical documents, stories, and artifacts can be used to study the past.

3-5 **I can** locate and show how people have impacted United States History.

I can describe the interconnectedness of the world using examples (e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries).

I can explore how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods (e.g., colonial life or industrialization in New Hampshire).

I can explain how important national events shape everyday life (Revolutionary War, 9/11.)

6-8 **I can** frequently use primary sources to support my investigations. I can investigate turning points and key figures and their impacts on history.