



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 2 Social Studies

Quarter 3 Curriculum Guide

Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, Financial Literacy

Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
 Prepares students for their role as citizens and decision makers in a diverse, democratic society

Enables students to learn about significant people, places, events and issues in the past in order to understand the present
 Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resource

Critical Areas of Focus Being Addressed:

- History
- Geography
- Government
- Economics

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

(Government) 10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others. (DOK 2)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

- (DOK 1)
- I can define accountability, citizen, volunteer, rights, and government.
 - I can give examples of respect.

	<p>(DOK 2)</p> <ul style="list-style-type: none"> • I can demonstrate personal accountability by making responsible choices. • I can demonstrate personal accountability by taking responsibility for personal actions. • I can demonstrate person accountability by respecting others. • I can demonstrate self-direction.
<p>(Government) 11. Groups are accountable for choices they make and actions they take. (DOK 2)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> • I can work in a group to solve a problem and complete a task. • I can be accountable for the choices made and the actions taken in a group. • I can work in a group to determine goals. • I can work in a group to assign tasks for individuals. • I can work in a group to complete assigned responsibilities. • I can work in a group to determine if goals are reached. <p>(DOK 2)</p> <ul style="list-style-type: none"> • I can demonstrate cooperation in a group by managing conflict peacefully, displaying courtesy, to others in my group, and respecting others.
<p>(Government) 12. There are different rules that govern behavior in different settings. (DOK 1)</p>	<p>(DOK 1)</p> <ul style="list-style-type: none"> • I can identify different rules for different settings. • I can give examples of rules in the classroom that are different from rules at home. • I can give examples if rules for personal interaction. • I can give examples of rules on the highway. • I can give examples of rules for using technology responsibly.