



**MOHAWK**

**Local School District**

*Preparing today's students for tomorrow's challenges*

Mohawk Local Schools 3<sup>rd</sup> Grade 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)

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

14. Line graphs are used to show changes in data over time. (DOK2)

- I can use and draw line graphs to show changes in data over time. (DOK2)
- I can make a line graph with evenly spaced intervals (years,

	decades, centuries) and accurately plotted data. (DOK2)
15. Both positive and negative incentives affect people's choices and behaviors. (DOK2)	<ul style="list-style-type: none"> <li>• I can identify positive and negative economic incentives that affect people's choices. (DOK2)</li> </ul>
16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made. (DOK2)	<ul style="list-style-type: none"> <li>• I can understand that we make decisions because of the scarcity of resources. (DOK2)</li> <li>• I can understand and explain that scarcity is the lack of sufficient resources to produce the goods and services people want. (DOK2)</li> <li>• I can identify opportunity cost as making a choice that means giving up the chance to get something else. (DOK2)</li> </ul>
17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and /or provides services. (DOK 1)	<ul style="list-style-type: none"> <li>• I can define a consumer as a person whose wants are satisfied by using goods and services. (DOK1)</li> <li>• I can define a producer as a person that makes goods and/or provides services. (DOK1)</li> <li>• I can identify goods as objects that are capable of satisfying people's wants.(DOK1)</li> <li>• I can identify services as actions that are capable of satisfying people's wants.(DOK1)</li> </ul>
18. A market is where buyers and sellers exchange goods and services. (DOK2)	<ul style="list-style-type: none"> <li>• I can define a market as a place where buyers and sellers exchange goods and services. (DOK2)</li> </ul>
19. Making decisions involves weighing costs and benefits. (DOK2)	<ul style="list-style-type: none"> <li>• I can understand that making decisions involves giving something up to get something which is more beneficial to me. (DOK2)</li> <li>• I can understand there are costs and benefits when making a decision.(DOK2)</li> <li>• I can understand when making financial decisions I should consider the alternatives and consequences.(DOK2)</li> </ul>

20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible. (DOK2)

- I can understand that a budget helps people take personal responsibility for financial decisions.(DOK2)
- I can explain that a budget helps people make economic decisions for the present and future.(DOK2)
- I can understand that budgets help me organize my personal finances and manage my money.(DOK2)