



# MOHAWK

## Local School District

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

### Mohawk Local Schools      Grade Social Studies Grade 6

### Quarter 1 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 strand
- Geography strand
- Government strand
- Economics strand

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....."

3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to

- I can use geographic tools such as maps, globes, and online resources to gain and share information about people, places, and environments. (DOK 2)

<p>include and how it is displayed. (DOK 2)</p>	<ul style="list-style-type: none"> <li>• I can understand that cartographers create maps for specific purposes: to show the time, place, and culture in which they were created. (DOK 1)</li> </ul>
<p>4. Latitude and longitude can be used to identify absolute location (DOK 2)</p>	<ul style="list-style-type: none"> <li>• I can use latitude and longitude to identify absolute location. (DOK 2)</li> </ul>
<p>5. Regions can be determined, classified and compared using various criteria (eg landforms, climates, population, cultural or economic) (DOK 2)</p>	<ul style="list-style-type: none"> <li>• I can identify ways regions are classified and determined and compare their criteria. (DOK 2)</li> </ul>
<p>6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environments (DOK 2)</p>	<ul style="list-style-type: none"> <li>• I can describe how environments influence human activities in the Eastern Hemisphere. (DOK 2)</li> <li>• I can describe how people's modifications to the environment have intended and unintended consequences. (DOK2)</li> </ul>
<p>7. Political, environment, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today (DOK 2)</p>	<ul style="list-style-type: none"> <li>• I can identify political, environmental, social, and economic reasons why people, products, and ideas move from place to place in the Eastern Hemisphere. (DOK 2)</li> </ul>
<p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) (DOK 2)</p>	<ul style="list-style-type: none"> <li>• I can describe how systems of trade and transportation developed and spread products and culture across continents which influence us today. (DOK 2)</li> <li>• I can compare and contrast the beliefs of major world religions (Buddhism, Christianity, Hinduism, Islam, and</li> </ul>

	Judaism). (DOK 3)
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