



# MOHAWK

## Local School District

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

### Mohawk Local Schools 3<sup>rd</sup> Grade Social Studies

#### 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
- 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....."

4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions. (DOK1)

- I can locate places on a physical and political map by using the title, key, letter/grid, and cardinal directions.(DOK1)
- I can locate places on a physical, political, and local

|   |   |
|---|---|
|   | community map by using the title, key, letter/grid, and cardinal directions. (DOK1)   |
| 5. Daily Life is influenced by the agriculture, industry and natural resources in different communities. (DOK2) | <ul style="list-style-type: none"> <li>• I can infer how daily life has been influenced by the agriculture, industry, and natural resources in our community. (DOK2)</li> <li>• I can examine artifacts and photographs to make inferences about daily life in our community. (DOK2)</li> </ul>   |
| 6. Evidence of human modification of the environment can be observed in the local community. (DOK2)             | <ul style="list-style-type: none"> <li>• I can give examples of human changes to the local environment (farmland used for a new subdivision or highway, buildings torn down for parking garage). (DOK2)</li> </ul>  |
| 7. Systems of transportation and communication move people, products and ideas from place to place. (DOK2)      | <ul style="list-style-type: none"> <li>• I can name systems of transportation and communication that move people and products from place to place in our community. (DOK2)</li> <li>• I can name systems of transportation that move people and products from place to place in our community. (DOK2)</li> <li>• I can name systems of communication that move ideas and products from place to place in our community. (DOK2)</li> </ul> |
| 8. Communities may include diverse cultural groups. (DOK2)  | <ul style="list-style-type: none"> <li>• I can explore the cultural practices and products of various groups of people living in our local community. (DOK2)</li> <li>• I can understand that a cultural group is a group of people who share one or more unique characteristics such as race, national origin, and ethnicity. (DOK2)</li> <li>• I can understand cultural diversity in our community. (DOK2)</li> </ul>                  |