



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade Social Studies

Quarter 2 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....."

(History Strand) 2. Change over time can be shown with artifacts, maps, and photographs. (DOK 1)

(DOK 1)

I can:

- Show the day, week, month, and year on the clandar.
- List the days of the week in order.

	<ul style="list-style-type: none"> • List the months of the year in order. • List events from their life in chronological order on a timeline. • Place events on a timeline.
<p>(Geography) 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. (DOK 2)</p>	<p>(DOK 1)</p> <p>I can:</p> <ul style="list-style-type: none"> • Give examples of physical characteristics • Give examples of human characteristics • Describe an urban area • Describe a rural area <p>(DOK 2)</p> <ul style="list-style-type: none"> • Explain how human characteristics of places affect the work people do. • Explain how physical characteristics of places affect the work people do.
<p>(Geography) 7. Human activities alter the physical environment both positively and negatively. (DOK 2)</p>	<p>(DOK 1)</p> <p>I can:</p> <ul style="list-style-type: none"> • Define physical environment • Define positive consequences • Define negative consequences <p>(DOK 2)</p> <p>I can:</p> <ul style="list-style-type: none"> • Explain why people depend on the physical environment • Describe how people modify the environment to suit their needs. • Determine the positive consequences of human modification to the physical environment • Determine the negative consequences of human modification to the physical environment
<p>(Geography) 8. Cultures develop in unique ways, in part through the influence of the physical environment. (DOK 2)</p>	<p>(DOK 1)</p> <p>I can:</p> <ul style="list-style-type: none"> • define culture • define physical environments

	<p>(DOK 2) I can:</p> <ul style="list-style-type: none"> • explain how physical environment influences how people meet their basic needs • explain how different physical environments influence different shelters for cultures • connect unique culture development to diverse physical environments.
<p>(Geography) 9. Interactions among cultures lead to sharing ways of life. (DOK 2)</p>	<p>(DOK 1) I can:</p> <ul style="list-style-type: none"> • list cultural characteristics <p>(DOK 2) I can:</p> <ul style="list-style-type: none"> • describe how different cultures borrow, adopt, and adapt language. • Describe how different cultures borrow, adopt, and adapt customs. • Describe how different cultures borrow, adopt, and adapt food • Compare cultural characteristics of different groups.
<p>(Economics) 13. Information displayed on bar graphs can be used to compare quantities. (DOK 3)</p>	<p>(DOK 1) I can:</p> <ul style="list-style-type: none"> • Identify the title on a bar graph <p>(DOK 2) I can:</p> <ul style="list-style-type: none"> • Explain the purpose of a bar graph • Explain the x-axis and y-axis labels and what they represent on a bar graph • Use a bar graph to compare quantities <p>(DOK 3) I can:</p>

- Construct a bar graph to compare quantities