



# MOHAWK

## Local School District

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

### Mohawk Local Schools 1<sup>st</sup> Grade Social Studies

### 1<sup>st</sup> Quarter 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....."

HI.1 (DOK1) Time can be divided into categories (e.g., months of the year, past, present and future).

I can tell how the calendar is divided into months. (K)  
 I can tell you that today is the present. (K)  
 I can tell you that yesterday / last week was the past. (K)  
 I can tell you that tomorrow / the next month is the future. (K)

<p>HI.2 (DOK2) Photographs, letters, artifacts and books can be used to learn about the past.</p>	<p>I can study a photograph and tell something about the past. (R) I can look at letters and books and tell something about the past. (R) I can study an artifact and tell something about the past. (R) I can draw a conclusion about photograph, letter, artifact and book. (R)</p>
<p>HI.3 (DOK2) The way basic human needs are met has changed over time.</p>	<p>I can tell you the three basic needs of people. [food, clothing, and shelter] (K) I can compare a basic need from the past to what I use today. (R)<ul style="list-style-type: none"><li>○ (campfire vs. microwave [food],</li><li>○ animal skins vs. woven cotton [clothing]</li><li>○ log cabins vs. houses covered with siding [shelter], etc.)</li></ul>I can compare where food was found in the past to where food is found today. (hunting / grocery store) (R)</p>



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GE.4 (DOK 2) Maps can be used to locate and identify places.

- I can define a map. (K)
- I can recognize map symbols. (K)
- I can use the map key to identify places in my classroom. (R)
- I can use the map key to identify places at school. (R)

	<p>I can use the map to identify places in the neighborhood. (R)</p> <p>I can identify a map of Ohio. (K)</p> <p>I can identify a map of the United States. (K)</p>
<p>GE.5 (DOK 2) Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p>	<p>I can define a place. (K)</p> <p>I can locate physical features on map such as rivers and mountains. (K)</p> <p>I can locate human features on a map such as towns or parks. (K)</p> <p>I can compare different community features made by nature and those made by humans. (R)</p>
<p>GE.6 (DOK 2) Families interact with the physical environment differently in different times and places.</p>	<p>I can tell how my clothing is influenced by where I live. (R)</p> <p>I can tell how my recreation is influenced by where I live. (R)</p> <p>I can tell how my transportation is influenced by where I live. (R)</p> <p>I can describe how people in other places are influenced by where they live. (R)</p> <p>I can tell how the physical environment influenced people in the past. (R)</p> <p>I can compare how families of the past and families today react to their physical environment. (R)</p>
<p>GE.7 (DOK 2) Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<p>I can tell how where I live influences my basic needs like food and shelter. (R)</p> <p>I can tell how the basic needs of other cultures are satisfied. (clothes, music, art) (K)</p> <p>I can describe some students learn a new language when they move to our school. (R)</p> <p>I can tell about a holiday from another culture's belief system. (K)</p>



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3 <sup>rd</sup> Quarter	Curriculum Guide
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(DOK1)      (DOK2)      (DOK3)      (DOK4)	

EC.11 (DOK3) Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

I can tell examples when resources were limited. (scarce) (K)  
 I can explain how I made a choice when spending my money. (K)  
 I can use the problem solving steps to make economic choices. (PS)

<p>EC.12 (DOK1) People produce and consume goods and services in the community.</p>	<p>I can define a good and a service. (K)  I can define a consumer and a producer. (K)  I can identify a good or service that I produce. (K)  I can explain when I am a producer. (K)  I can explain when I am a consumer. (K)  I can identify people who are producers in my community. (K)  I can identify people who are consumers in my community. (K)</p>
<p>EC.13 (DOK1) People trade to obtain goods and services they want.</p>	<p>I can define trade. (K)  I can define goods and services. (K)  I can explain a want. (K)  I can explain why people trade. (K)</p>
<p>EC.14 (DOK2) Currency is used as a means of economic exchange.</p>	<p>I can define currency. (K)  I can role play buying a good and using currency. (R)  I can role play paying for a service using currency. (R)  I can explain a real example of using currency in exchange for a good or service. (R)</p>



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### 4<sup>th</sup> Quarter Curriculum Guide

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GO.8 (DOK 2) Individuals are accountable for their actions.

I can define personal responsibility. (K)  
 I can tell an example when I was responsible. (K)  
 I can take responsibility for my actions. (R)

GO.9 (DOK 2) Collaboration requires group members to

I can demonstrate fair play and good sportsmanship. (R)

<p>respect the rights and opinions of others.</p>	<p>I can define collaboration. (K)  I can define <b>T.E.A.M.</b> [<b>T</b>ogether – <b>E</b>veryone – <b>A</b>chieves – <b>M</b>ore] (K)  I can show respect for classmates. (R)  I can show responsibility for my actions. (R)  I can treat others the way that I want to be treated. (R)</p>
<p>GO.10 (DOK 3) Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	<p>I can tell why a rule is fair. (PS)  I can tell why there are different rules for different places. (PS)  I can tell what happens when someone breaks a rule. (PS)  I can tell why there are consequences for breaking a rule. (PS)</p>