

**Coursework: Map/Social Studybook 1<sup>st</sup> Grade**

	<b>Unit 1 (September-October)</b>	<b>Unit 2 (November-December)</b>	<b>Unit 3 (January-February)</b>	<b>Unit 4 (March-April)</b>	<b>Unit 5 (May-June)</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How does geography impact and influence different groups of people?</li> <li>What were the major causes and effects of European Exploration?</li> <li>How did the presence of early settlers affect the Americas?</li> </ul>	<ul style="list-style-type: none"> <li>What were the political, economic, and social reasons for colonization?</li> <li>What were the geographic, political and cultural differences between the New England, Middle and Southern Colonies?</li> <li>What were the political, economic, and social causes of the American Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>Why is government necessary?</li> <li>How did Americans differ in the ratification of the Constitution?</li> <li>What are the differences in state and federal rights and laws?</li> <li>How is our government run?</li> </ul>	<ul style="list-style-type: none"> <li>After winning our independence, how did the nation grow?</li> <li>Which conflicts did our growing nation face?</li> <li>Describe the issues that ultimately led our new nation apart?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the outcome of the Civil War</li> <li>What political, social, and economic factors caused the Civil War?</li> <li>What was the outcome of the Civil War?</li> <li>What happened to the South after the Civil War?</li> </ul>
<b>Social Studies Content</b>	<ul style="list-style-type: none"> <li>How migration to the Americas</li> <li>Native Americans</li> <li>Colonial New York</li> <li>Explorers across the Atlantic</li> <li>European presence in the Americas</li> </ul>	<ul style="list-style-type: none"> <li>Settlement in Jamestown</li> <li>Life in the Colonies</li> <li>Colonial Government</li> <li>Great Britain's control over the colonies</li> <li>Conflict between Great Britain and the colonies</li> <li>Issues leading up to the American Revolution</li> <li>American Revolution</li> <li>Common Sense/Declaration of Independence</li> <li>How and the causes of the American Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Articles of Confederation</li> <li>Constitution</li> <li>The Great Compromise</li> <li>The Three Branches of Government</li> <li>Federalism and Anti-Federalism</li> <li>Bill of Rights</li> <li>Amendments</li> <li>Executive</li> <li>Legislation</li> <li>Constitutional Convention</li> <li>Legislative Branch</li> <li>Executive Branch</li> <li>Judicial Branch</li> <li>Political Parties</li> </ul>	<ul style="list-style-type: none"> <li>George Washington's Presidency</li> <li>Expanding America</li> <li>The Issue of Slavery</li> <li>Compromise and Conflicts in American History</li> </ul>	<ul style="list-style-type: none"> <li>Abraham Lincoln's Presidency</li> <li>The Civil War</li> <li>Confederate States</li> <li>Union States</li> <li>A large country may have different governments based on several factors</li> <li>Slavery</li> <li>How is Federal Rights</li> <li>Missouri Compromise</li> <li>Lincoln's Emancipation</li> <li>South vs North Economy</li> <li>Causes of Civil War</li> <li>Reconstruction Plans</li> <li>How it Fell Apart</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Strong Land Bridge</li> <li>Migration</li> <li>Winter-gillnets</li> <li>seasickness</li> <li>colony</li> </ul>	<ul style="list-style-type: none"> <li>New England Colonies</li> <li>Middle Colonies</li> <li>Apprentice System</li> <li>Quakers</li> <li>Puritans</li> <li>Older South</li> </ul>	<ul style="list-style-type: none"> <li>Articles of Confederation</li> <li>Constitution</li> <li>The Great Compromise</li> <li>The Three Branches of Government</li> <li>Federalism and Anti-Federalism</li> </ul>	<ul style="list-style-type: none"> <li>George Washington</li> <li>Abolition</li> <li>Thomas Jefferson</li> <li>Confederate Position</li> <li>Slavery</li> <li>Causes and Effects</li> </ul>	<ul style="list-style-type: none"> <li>Reconstruction</li> <li>Abolitionism</li> <li>Emancipation Proclamation</li> </ul>

# Ohio 7th Grade Social Studies Curriculum

**AN Whitehead**



## Ohio 7th Grade Social Studies Curriculum:

Resources in Education ,1975      *The Modern Junior High School* William Theodore Gruhn,Harl Roy Douglass,1947  
*The Nation's Schools* Michael Vincent O'Shea,1954-07      **List of Teaching and Learning Materials** Association for  
Supervision and Curriculum Development,1945      **Research in Education** ,1971      Southern Social Studies Quarterly  
,1987      *Concepts and Generalizations Essential to the Study of Geography at the Ninth Grade Level* Carolyn Nan  
Fischel,1965      Research in Education ,1972      *Resources in Education* ,1993      Reflective Practice in Social Studies E.  
Wayne Ross,1994 As reflective teaching has been a major concern in education with the movement for increased teacher  
professionalism and involvement in all aspects of school decision making the 10 articles in this volume address reflective  
practice in the social studies with an emphasis on how reflection and inquiry can contribute to both teacher and curriculum  
development The six articles in the first section present reflective practice as a way to link curriculum development with the  
professional development of teachers The four articles in the second section describes specific models of practice for teacher  
education teacher research and collaboration among school and university personnel The articles include 1 Perspectives on  
Reflective Practice in Social Studies Education Stephen J Thornton 2 The Social Studies Teacher as Curriculum Creator  
Reflections on Teaching Middle School Social Studies Jessie B Crook 3 Critical Reflections on Classroom Practice Teaching as  
an Investigative Activity Sandra Mathison 4 Reflective Practice and Professional Growth Using Action Research in the  
Elementary Classroom Cindy B Berkowitz 5 Teachers as Curriculum Theorizers E Wayne Ross 6 Teachers Leading Change  
The Bethlehem Lab School Project James Nehring 7 Reflective Practice and Teacher Education Susan Adler 8 Why Teacher  
Research Joel T Jenne 9 Reflective Practice and the Culture of Schools David Hursh and 10 Creating Partnerships and  
Building a Reflective Community The Role of Personal Theorizing and Action Research Jeffrey W Cornett and others CK  
**American Childhood** ,1948 Includes music mostly songs with piano accompaniment      **Education** ,1966      *Ohio's ...*  
*Annual Progress Report on Education* ,1992      **The Education Index** ,1968      **Ohio Schools** ,1962      **School and**  
**Society** ,1937      **America's Educational Press** ,1948      **The Civic Education of American Youth** Policy Research  
Project on Civic Education Policies and Practices,Kenneth W. Tolo,1999 Civic education plays an essential role in  
strengthening the democratic society preparing informed citizens and promoting their participation in the civic life of their  
communities This project explores state K 12 civic education policies and related requirements nationwide as well as factors  
that shape K 12 civic education policies and practices in school districts and schools The first two chapters of this report  
provide the national and state contexts for content standards in core subject areas including civics review state constitutional  
provisions and statutes that promote civic education and examine how social studies standards assessment teacher  
certification and other state policies build on these provisions and statutes Recognizing the centrality of state standards  
chapters 3 through 5 examine the extent to which the civics content in state standards promotes civic dispositions civic

intellectual skills and civic knowledge respectively Chapters 6 through 11 examine several influences on civic education at the district level standards instructional materials assessment professional development extracurricular and co curricular activities and individuals organizations and funding Chapter 12 provides recommendations for developing sustainable state and school district civics commitments that ensure systematic attention to civic education in grades K 12 Key findings from the project report are included as are extensive chapter notes and 47 tables of data Seven appendices contain additional information BT     Bibliography of Research Studies in Education: 1930-1933 ,1974     **International Education**  
**Resources** Pat Kern McIntyre,1980

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- Interactive and Gamified eBooks

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