

### Characteristics: Major Thematic Threads 1<sup>st</sup> Grade

	Unit 1 (Geography/History)	Unit 2 (Government/Geography)	Unit 3 (Geography/History)	Unit 4 (Social Study)	Unit 5 (Geography)
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does geography impact and influence different groups/peoples?</li> <li>• What were the major causes and effects of the American Revolution?</li> <li>• How did the presence of new settlers affect the American Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>• What were the political, economic, and social causes for the American Revolution?</li> <li>• What were the geographic, political and cultural differences between the New England Colonies 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 between a state and federal/government laws?</li> <li>• How is our government run?</li> </ul>	<ul style="list-style-type: none"> <li>• After winning your independence, how did the nation grow?</li> <li>• Which sections of the country grew faster?</li> <li>• Describe the ways that differently run countries relate specific?</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>-American Slave Trade</li> <li>-Opposition against the British</li> <li>-American presence in the Americas</li> </ul>	<ul style="list-style-type: none"> <li>-Colonies in America</li> <li>-Life in the Colonies</li> <li>-Colonial Economies</li> <li>-Great Britain's control over the colonies</li> <li>-Conflict between Great Britain and the colonies</li> <li>-American leading up to the American Revolution</li> <li>-American Revolution</li> </ul> <ul style="list-style-type: none"> <li>-Colonists gave their trust to Thomas Paine's Declaration of Independence 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 Three Branches</li> <li>-Three Pillar Constitution</li> <li>-Federal and Non-Federal</li> <li>-States</li> <li>-Regions</li> <li>-American</li> <li>-Economic</li> <li>-Religious</li> <li>-Confidential Committee</li> <li>-Legislative Branch</li> <li>-Executive Branch</li> <li>-Judicial Branch</li> <li>-Patriotic Figures</li> </ul>	<ul style="list-style-type: none"> <li>-George Washington's Presidency</li> <li>-Washington's Presidency</li> <li>-Washington's Presidency</li> <li>-The First of Many</li> <li>-Compromises and Conflicts as America Divides</li> </ul>	<ul style="list-style-type: none"> <li>-American Revolution Presidency</li> <li>-The Civil War</li> <li>-Confidence Wars</li> <li>-Colonial Wars</li> <li>-A large country may have different conflicts based on regional factors</li> <li>-Slavery</li> <li>-How is Federal Rights</li> <li>-National Compromises</li> <li>-Washington's Presidency</li> <li>-Washington's Presidency</li> <li>-Causes of Civil War</li> <li>-Revolutionary Wars</li> <li>-Slavery &amp; Polygamy</li> </ul>
<b>Nonfiction</b>	<ul style="list-style-type: none"> <li>-Sharing Land Rights</li> <li>-Migration</li> <li>-Climate/globes</li> <li>-economics</li> <li>-culture</li> </ul>	<ul style="list-style-type: none"> <li>-New Regional Economies</li> <li>-Settler Colonies</li> <li>-Northern Colonies</li> <li>-Southern Colonies</li> <li>-New England</li> <li>-Colonies</li> <li>-John Smith</li> </ul>	<ul style="list-style-type: none"> <li>-Articles of Confederation</li> <li>-Constitution</li> <li>-The Three Branches</li> <li>-Three Pillar Constitution</li> <li>-Federal and Non-Federal</li> <li>-States</li> </ul>	<ul style="list-style-type: none"> <li>-George Washington</li> <li>-Washington</li> <li>-Thomas Jefferson</li> <li>-George Washington</li> <li>-Slavery</li> <li>-Causes of Civil War</li> </ul>	<ul style="list-style-type: none"> <li>-Nonfiction</li> <li>-Nonfiction</li> <li>-Nonfiction</li> <li>-Nonfiction</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* Carolynn 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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