

**Coursework Map/Social Studies 8<sup>th</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 did urbanization and change the face of American life?</li> <li>-What led to the shift of rural to urban life?</li> <li>-In what ways did new inventions change the face of America?</li> </ul> | <ul style="list-style-type: none"> <li>-How did migration change the face of America?</li> <li>-How did immigration positively and negatively affect America?</li> <li>-What characteristics distinguished the new immigrants from the old immigrants?</li> <li>-What differences did immigrants face?</li> <li>-What contributions did immigrants make to the country?</li> <li>-What was city life like in the late 1800's and early 1900's?</li> <li>-What changes were made during the Progressive Era to improve city conditions and human rights?</li> </ul> | <ul style="list-style-type: none"> <li>-Why was the United States interested in imperialism and gaining more land?</li> <li>-What were the causes and effects of World War I?</li> </ul>   | <ul style="list-style-type: none"> <li>-Was the 1920's a period of progress or regression for the U.S?</li> <li>-How was the 1920's for women in the decades before and after it?</li> <li>-How did the Proclamation of Banishment affect?</li> <li>-Describe daily life for Americans during the Great Depression.</li> <li>-What were the economic, political and social changes of the 1930's?</li> </ul> | <ul style="list-style-type: none"> <li>-What were the causes and effects of World War II?</li> <li>-Describe the involvement of the United States in World War II.</li> <li>-What was the impact of WWII on the United States and the world?</li> <li>-How did the spread of Communism affect the United States?</li> <li>-Describe the causes and effects of the Cold War?</li> </ul> |
| <b>Social Studies Content</b> | <ul style="list-style-type: none"> <li>-Moving West</li> <li>-Interaction with Native Americans</li> <li>-Shift from rural to urban life</li> <li>-Major changes due to new inventions</li> <li>-Rise of big business</li> </ul>            | <ul style="list-style-type: none"> <li>-Reason for immigration</li> <li>-experiences of immigrants</li> <li>-working and living conditions of immigrants</li> <li>-growth of urban life</li> <li>-Common Era look on the effects of the Industrial Revolution (city life and Progressive Era)</li> <li>-Field Trip to the Immigrant Museum</li> </ul>  | <ul style="list-style-type: none"> <li>-US Imperialism</li> <li>-Spanish American War</li> <li>-America's Global Influence</li> <li>-The US and Latin America</li> <li>-The causes of WWI</li> <li>-Battles of WWI</li> <li>-effects of WWI</li> </ul> | <ul style="list-style-type: none"> <li>-1920's Prohibition, Curbage, Harding, Hoover</li> <li>-FDR and the New Deal</li> <li>-1930's culture</li> <li>-1930's literature</li> <li>-Stock Market Crash</li> <li>-Great Depression</li> <li>-Causes and effects of the Great Depression</li> </ul>   | <ul style="list-style-type: none"> <li>-Causes of WWII</li> <li>-Negotiations</li> <li>-Bite of Communism</li> <li>-U.S. involvement in WWII</li> <li>-Attack on Pearl Harbor</li> <li>-The Home front during WWII</li> <li>-Bite of Women</li> <li>-Japanese internment</li> <li>-The end of WWII</li> <li>-Political and human rights</li> <li>-Atomic Bombs on Hiroshima</li> </ul> |

# Ohio 6th Grade Social Studies Curriculum

**Hussin A.Rothana**



## Ohio 6th Grade Social Studies Curriculum:

Resources in Education ,1999      Pacesetters in Innovation United States. Office of Education,1966 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants      Teaching Young Children to Read Adela R. Freeburger,Anthony A. Scarangelo,Ellen Margaret Doherty,Gene Carl Fusco,Harold Walton Arberg,James C. Messersmith,John Hamilton Russel,Lillian Lucile Gore,Ralph Newell Finchum,Archie Raymond Ayers,Charles Christian Hauch,George Albert Male,Rose Eleanor Koury,Sarah Parker Wood,1963      Research bulletin ,1925

**Projects to Advance Creativity in Education** ,1969      **Research in Education** ,1974      **Keeping Pace with the Advancing Curriculum** National Education Association of the United States. Research Division,1925      **Bulletin** United States. Office of Education,1964      **NEA Research Bulletin** ,1928      **Curriculum-adjustment in the Secondary School** Philip Wescott Lawrence Cox,1925      **Statistics of Land-grant Colleges and Universities** United States. Office of Education,1964      Short-cycle Assessment Susan Lang,Todd Stanley,Betsy Moore,Elizabeth Moore,2008 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company      International Education Resources Pat Kern McIntyre,1980      Pacesetters in Innovation ,1966      The Education Index ,1968      University of California Publications in Education University of California,1943      Pushing the Boundaries of Human Rights Education Benjamin Mallon,Fionnuala Waldron,Caitríona Ní Cassaithe,2023-12-01 This book pushes the theoretical boundaries of human rights education engaging with complex questions of climate related injustices re imagining education through a decolonising lens and problematising the relationship between rights and responsibilities It presents international studies of HRE in varied contexts e g Uganda Japan Ireland to explore the views and experiences of children who identify as human rights defenders initial teachers understandings of concepts such as teacher agency in conflict affected settings and the barriers to children s political agency The book also highlights HRE in practice including participatory research with very young children as co researchers and realising rights through play pedagogies creative writing approaches and picturebooks An HRE lens is also brought to bear on emerging subjects such as relationships and sexuality education and well being Aimed at educators researchers and practitioners and engaging with a range of concepts contexts and contemporary challenges this book offers new insights into HRE particularly in the context of issues relating to children s rights education and participation      **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966      **Investigation of Concentration of Economic Power** United States. Congress. House. Temporary National Economic Committee,1940 Continuation of investigation of economic concentration in industry and commerce pt 5A Contains FTC report on industry monopolistic practices pt 15A Contains report on marketing practices in the retail distribution of motor fuel and motor lubricant products pt 17A Contains replies of oil companies to the committee questionnaire on financial data and related topics      Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant ,

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