

NCS 7th grade SOCIAL STUDIES Curriculum - Adopted & Approved October 2017

Pacing Guide

Dates	Forming a New Nation Ch 5-7	Forming a New Nation Ch 8-10
BIG IDEAS	<ul style="list-style-type: none"> ● Chapter 5 - The Road to Revolution (1745 - 1776) Conflict between the 13 colonies and Great Britain began after Britain defeated France and its Indian allies in the French and Indian War. Burdened with war debt, the British Parliament tried raising revenue by passing a number of acts imposing taxes on the 13 colonies. Angered by taxes, the colonists protested. Peaceful protest turned violent and the British government reacted by passing harsh laws and levying more taxes. Tensions increased until the colonists and the British engaged in battle at Lexington and Concord in 1775. These battles marked the start of the American Revolution. ● Chapter 6 - The American Revolution (1776 - 1783) The Declaration of Independence, which was approved by Congress on July 4, 1776, listed the reasons the colonies wanted their freedom and independence. The document charged that King George had violated the colonists' natural rights. The Revolutionary War became a war fought to protect and expand the ideas of rights and self-government that were taken from the John Locke and the ideas of Enlightenment. The American War for Independence was the first time in the history of the world that a 	<ul style="list-style-type: none"> ● Chapter 8 - George Washington took office as the first President of the United States. He oversaw the creation of new federal departments and asked Alexander Hamilton to serve as secretary of the treasury. Soon two political parties began to take shape-the Federalists and the Republicans. Under Washington, the United States dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea. Later, political divisions grew bitter during the presidency of John Adams, as he struggled to keep peace with France. ● Chapter 9 - The election of Thomas Jefferson to the presidency in 1800 marked the end of the Federalist era. Jefferson hoped to limit the federal government's power over the states and over the economy. Yet, he took the opportunity to double the size of United States by purchasing the Louisiana Territory from France. Then, Jefferson sent an expedition led by Meriwether Lewis and William Clark to explore this vast region. During Jefferson's presidency, disputes with Britain and with Native Americans in western territories continued. In 1812, conflicts with Great Britain and the Native Americans led to war. Although the War of 1812 did not resolve British-American disputes, many Americans considered the war a victory. ● Chapter 10 - By the mid-1800s, people were seeking reform in many areas of American life, including education, ending slavery, female and suffrage. Abolitionists sought to end slavery in the United States. Other reformers worked toward winning political and economic rights for women. At the same time, American artists, writers, and musicians developed a distinct style

	<p>colony had successfully rebelled against its ruling country.</p> <ul style="list-style-type: none"> ● Chapter 7 - Creating the Constitution (1776 - 1790) <p>Weaknesses in the Articles of Confederation convinced leading Americans that the country needed a strong central government. After months of intense debate, delegates to the Constitutional Convention agreed on a new plan of government. The states approved the Constitution, but many of the states insisted that it also include a Bill of Rights.</p>	<p>that set them apart from the Europeans</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ESSENTIAL QUESTIONS</p>	<ul style="list-style-type: none"> ● What is independence? ● What were the causes of the American Revolution? ● Why did people fight for freedom during the American Revolution? ● What events led to the American Revolution? ● What factors helped the colonies win the war? ● What is a government? ● Why was the Declaration of Independence written? ● How did the first United States government operate under the Articles of Confederation? ● Why was a new constitution necessary? ● How do federalism and separation of powers promote those principles in the Constitution? ● What political, economic and social issue did the new nation confront under the Constitution? 	<ul style="list-style-type: none"> ● How did George Washington define the role of President? ● How was Hamilton's Debt Plan good for the country? ● How were the first political parties started? ● What are the political views of the Republicans and the Federalist? ● How did the United States reacted to the French Revolution? ● What are the Alien and Sedition Acts? ● What is the controversy over states rights?

NJSL STANDARDS	<p>6.1.8.A.3.d, 6.1.8.A.3.a, 6.1.8.B.3.b, 6.1.8.D.3.e, 6.3.8.D.1, 6.1.8.D.3.b, 6.1.8.A.3.c, 6.1.8.D.3.f, 6.1.8.C.3.a, 6.1.8.D.3.a, 6.3.8.A.1, 6.1.8.D.3.d, 6.3.8.A.2, 6.1.8.A.3.b, 6.1.8.C.3.b, 6.1.8.A.4.a, 6.1.8.A.3.g, 6.1.8.B.3.c, 6.1.8.D.3.g, 6.1.8.B.3.d, 6.1.8.D.3.c</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJ SLS-SS.pdf</p>	<p>6.1.8.B.3.b, 6.1.8.B.4.a, 6.1.8.B.1.b, 6.1.8.A.4.b, 6.1.8.A.4.c, 6.1.8.A.4.a, 6.1.8.B.4.b, 6.1.8.C.4.a, 6.1.8.A.3.e, 6.1.8.A.3.f, 6.1.8.B.2.a, 6.1.8.B.1.a</p>
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Amistad supplemental resources - used throughout middle school years

<http://www.njamistadcurriculum.net/>

<https://www.nj.gov/education/amistad/>

<https://sites.rowan.edu/sjicr/centers-programs/multicultural/Initiatives/amistad.html>

<https://www.amistadresource.org/about.html>

Newsela

Holocaust supplemental resources - used throughout middle school years

<https://mjhnyc.org/new-yorks-holocaust-curriculum/>

<https://remember.org/holocaust-curriculum-for-middle-school-and-high-school-7-12-part-2.html>

<https://www.yadvashem.org/education/online-courses/elementary.html>

<https://www.weareteachers.com/9-essential-lessons-for-teaching-the-holocaust/>

<https://www.scholastic.com/teachers/collections/teaching-content/holocaust-collection-teaching-resources/>

Newsela

Dates	Forming New Nation Ch 11-13
BIG IDEAS	<ul style="list-style-type: none"> ● Chapter 11 - In the first part of the nineteenth century, new inventions brought new ways of making basic products. However, differences between the North and the South increased with the growth of industry. The invention of the cotton gin increased the South's dependence on the labor of enslaved people. As settlement spread westward, debates over slavery heightened tensions between North and South. ● Chapter 12 - By the mid-1800s, people were seeking reform in many areas of American life, including education. Abolitionists sought an end to slavery in the United States. Other reformers sought to win political and economic equality for women. At the same time, American artists, writers, and musicians had made much progress in developing a distinct style. ● Chapter 13 - By the mid-1800s, people were seeking reform in many areas of American life, including education. Abolitionists sought an end to slavery in the United States. Other reformers sought to win political and economic equality for women. At the same time, American artists, writers, and musicians had made much progress in developing a distinct style.

ESSENTIAL QUESTIONS

- What changes did the Industrial Revolution bring to American's lives?
- What was the importance of early factories and the problems factory life produced including child labor?
- What is the growth in American cities in the early 1800's?
- What are the new inventions and advances in agriculture and manufacturing during 1800's?
- What was the importance of cotton and the cotton gin to the south?
- How was the lives of the African Americans in the south?
- What were the problems Americans faced in moving westward?
- What were the ideas behind slavery and the Missouri Compromise?
- What social reforms took place in the 1800's?
- What efforts did the North to end slavery?
- Why did many people in the North and South defended slavery?
- How did the women's suffrage movement begin?
- What were the destinations of settlers heading west in the 1800's?
- How did Texas become independent from Mexico?
- How did the US annex Texas and Oregon?
- What was the meaning of Manifest Destiny and how did the U.S. achieve it?
- What are the effects of the gold rush of 1849?

NJSL STANDARDS	6.1.8.D.4.b, 6.3.8.D.1, 6.3.8.A.1, 6.1.8.A.4.b, 6.3.8.A.2, 6.1.8.A.4.a, 6.1.8.A.2.b, 6.1.8.D.4.a, 6.1.8.C.4.b, 6.1.8.C.4.c, 6.1.8.D.4.c, 6.3.8.C.1, 6.1.8C.3.c https://www.nj.gov/education/cccs/2020/2020%20NJ SLS-SS.pdf
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<https://mjhnyc.org/new-yorks-holocaust-curriculum/>

<https://remember.org/holocaust-curriculum-for-middle-school-and-high-school-7-12-part-2.html>

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