

**Dolton School District 148
Curriculum Mapping Grade 7
Social Studies Assessment Frameworks**

August/September

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1	17.B.3b Explain how changes in components of an ecosystem affect the system overall. 17.D.3b Explain how interactions of geographic factors have shaped present conditions.	Unit 1: The Americas: Worlds Meet Chapter 1 – The First Americans 1.1 Migration to the Americas p. 7-8	Reading Goal: Identifying the Main Idea archaeology, artifacts, nomads, migration,	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 1-3 Foldable on American Indian Settlement Locations Foldable SE p. 5	www.nonags.org/members/dasaunders/index2.html Click on interactive notebook and you will find bulletin boards for all 6 units. Chapter 1 Overview at www.glencoe.com Student Edition on CD	Chapter 1, Lesson 1 Quiz
Week 2		1.2 Cities and Empires p. 10-15 1.3 North American Peoples p. 16-22 Chapter 1 Review	civilizations, hieroglyphics, theocracy, quipus, terraces pueblos	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 4-9		Chapter 1, Lesson 2,3, Quiz Chapter 1 – Visual Summary SE p. 23 Chapter 1 – Standardized Test Practice SE p. 24-25 Chapter 1 Test
Week 3	16.C.3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	Chapter 2 – Exploring the Americas 2.1 A Changing World p. 28-33 2.2 Early Exploration p. 34-41	classical, Renaissance, technology, astrolabe, pilgrimage, mosques line of demarcation	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 10-15 Foldable -European Exploration in North America & West Africa Foldable – Explorers and Regions Explored Foldable SE p. 27		Chapter 2, Lesson 1,2 Quiz
Week 4	15.A.3a Explain how market prices signal producers about what, how and how much to produce 15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole. 16.C.3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	2.3 Spain in America p. 42-47 2.4 Exploring North America p. 48-52 Chapter 2 Review	conquistadors, Pueblos, encomienda, plantation Columbian Exchange, Northwest Passage	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 16-21	Chapter 2 Overview at www.glencoe.com Student Edition on CD	Chapter 2, Lesson 3,4 Quiz Chapter 2 – Visual Summary SE p. 53 Chapter 2 – Standardized Test Practice SE p. 54-55 Chapter 2 Test

Week 5	<p>16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period</p> <p>16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>16.E.3a Describe how early settlers in Illinois and the US adapted to, used and changed the environment prior to 1818.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>Chapter 3 – Colonial America 3.1 Early English Settlements p. 58-61</p> <p>3.2 New England Colonies p. 64-69</p>	<p>charters, joint stock company, headright, burgesses</p> <p>Puritans, Separatists, Pilgrims, Mayflower Compact, Fundamental Orders of Connecticut</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 22-27</p> <p>Foldable – Cultural Interaction</p> <p>Foldable – Factors leading to colonization of America</p> <p>Foldable SE p. 57</p>		Chapter 3, Lesson 1,2 Quiz
Week 6	<p>16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period</p> <p>16.C.3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p> <p>16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p>	<p>3.3 Middle Colonies p. 72-75</p> <p>3.4 Southern Colonies p. 76-82</p>	<p>proprietary colony</p> <p>indentured servants, estates, Constitution, tenant farmers, missions</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 28-33</p> <p>Foldable comparing and contrasting the New England, Mid-Atlantic & Southern Colonies</p>	<p>Chapter 3 Overview at www.glencoe.com</p> <p>Student Edition on CD</p>	<p>Chapter 3, Lesson 3,4 Quiz</p> <p>Chapter 3 – Visual Summary SE p. 83</p> <p>Chapter 3– Standardized Test Practice SE p. 84-85</p> <p>Chapter 3 Test</p>
Week 7	<p>15.A.3a Explain how market prices signal producers about what, how and how much to produce</p> <p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p>	<p>Chapter 4 – Growth of the Thirteen Colonies 4.1 Life in the Colonies p. 88-95</p> <p>4.2 Government, Religion, Culture p. 98-103</p>	<p>subsistence farming, triangular trade, Middle Passage, cash crops, surplus, Tidewater, backcountry, overseers, slave codes</p> <p>export, import, charter colonies, proprietary colonies</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 34-39</p> <p>Foldable SE p. 87</p>	<p>Chapter 4 Overview at www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 4, Lesson 1,2 Quiz

	<p>15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.</p> <p>16.C.3b Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p> <p>16.D.3b Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p>					
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**Dolton School District 148
Curriculum Mapping Grade 7
Social Studies Assessment Frameworks**

October

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1	16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period	4.3 France and Britain Clash p. 104-107 4.4 The French and Indian War p. 108-112 Chapter 4 Review	Iroquois Confederacy, militia alliances,	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 40-45		Chapter 4 – Visual Summary SE p. 113 Chapter 4 – Standardized Test Practice SE p. 114-115 Chapter 4 Test
Week 2	Review and Assess					Short Cycle Assessment Unit 1 Test
Week 3	16.B.3b Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the US Constitution	Unit 2: Creating a Nation Chapter 5 – The Spirit of Independence 5.1 Taxation Without Representation p. 122-125 5.2 Building Colonial Unity p. 132-137	Reading goal: Making Connections revenue, writs of assistance, resolution, effigies, boycott, nonimportation, repeal propaganda, Committee of Correspondence	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 46-51 Foldable SE p. 121	Chapter 5 Overview at www.glencoe.com Student Edition on CD	Chapter 5, Lesson 1,2 Quiz
Week 4	14.F.3a Analyze historical influences on the development of political ideas and practices enumerated in the Declaration of Independence, the Constitution, the Bill of Rights and the IL Constitution. 16.B.3b Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the US Constitution	5.3 A Call to Arms p. 132-137 5.4 Moving Toward Independence p. 138-142	militias, minutemen, Loyalists, Patriots preamble	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 52-57 Foldable – identifying issues of dissatisfaction the led to Am. Revolution Foldable – Key Philosophies in the Declaration of Independence		Chapter 5, Lesson 3,4 Quiz

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November/December

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1		Chapter 5 Review Chapter 6 – The American Revolution 6.1 The Early Years p. 152-159 6.2 The War Continues p. 160-165	deserted, inflation	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 58-63 Foldable – Sources of colonial dissatisfaction Foldable SE p. 151	Chapter 6 Overview at www.glencoe.com Student Edition on CD	Chapter 5 – Visual Summary SE p. 143 Chapter 5 – Standardized Test Practice SE p. 144-145 Chapter 5 Test
Week 2		6.3 The War Moves West and South p. 168-173 6.4 The War is Won p. 174-178 Chapter 6 Review		Daily Test Practice Transparencies Reading and Note-Taking Guide p. 64-69 Foldable – Causes and Effects of the American Revolution Foldable – Key People of the Am. Revolution Foldable – Key events in the Am. Revolution		Chapter 6 – Visual Summary SE p. 179 Chapter 6 – Standardized Test Practice SE p. 182-183 Chapter 6 Test
Week 3	15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.	Chapter 7 – A More Perfect Union 7.1 The Articles of Confederation p. 186-193	constitution, bicameral, republic, petition, ordinance, depreciated	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 70-75 Foldable – Weaknesses of the Articles of Confederation Foldable – Bill of Rights – basic principles of the new government	Chapter 7 Overview at www.glencoe.com Student Edition on CD	Chapter 7, Lesson 1 Quiz
Week 4	14.B.3 Identify and compare the basic political systems of IL and the US as prescribed in their constitutions. 14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. 14.F.3a Analyze historical influences on the development of political	7.2 Convention and Compromise p. 194-201	depression, manumission, proportional compromise	Daily Test Practice Transparencies Foldable - Compare and Contrast the Articles of Confederation and the Constitution Foldable SE p. 185		Chapter 7, Lesson 2 Quiz

	<p>ideas and practices enumerated in the Declaration of Independence, the Constitution, the Bill of Rights and the IL Constitution.</p> <p>16.B.3c Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions</p>					
Week 5	<p>14.F.3a Analyze historical influences on the development of political ideas and practices enumerated in the Declaration of Independence, the Constitution, the Bill of Rights and the IL Constitution.</p> <p>14.F.3b Describe how US political ideas and traditions were instituted in the Constitution and the Bill of Rights</p> <p>16.B.3c Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions</p>	<p>7.3 A New Plan of Government p. 204-210</p> <p>Review Chapter 7</p>	<p>Federalism, legislative branch, executive branch, Electoral College, judicial branch, checks and balances, amendment</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 76-78</p> <p>Foldable – Principles of Government – Separation of Powers</p>		<p>Chapter 7 – Visual Summary SE p. 211</p> <p>Chapter 7– Standardized Test Practice SE p. 212-213</p> <p>Chapter 7 Test</p> <p>Short Cycle Assessment Unit 2 Test</p>
Week 6	<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p>	<p>Constitution Week Constitution Handbook p. 214-244</p>				
Week 7	<p>14.F.3b Describe how US political ideas and traditions were instituted in the Constitution and the Bill of Rights</p> <p>18.C.3a Describe ways in which a diverse US population has developed and maintained common beliefs.</p>	<p>Constitution Week Constitution Handbook p. 214-244</p>				

**Dolton School District 148
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January

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1	<p>14.E.3 Compare the basic principles of the US and its international interests.</p> <p>15.E.3a Identify the types of taxes levied by differing levels of governments</p> <p>16.B.3d Describe the ways in which the US developed as a world political power</p>	<p>Unit 3 – Launching the Republic Chapter 8 – The Federalist Era 8.1 The First President p. 252-257</p> <p>8.2 Early Challenges p. 260-263</p>	<p>Reading Goal: Summarizing Information</p> <p>precedents, cabinet, national debt, bonds, unconstitutional, tariff</p> <p>neutrality, impressment</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 79-84</p> <p>Foldable SE p. 251</p>	<p>Chapter 8 Overview at www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 8, Lesson 1,2 Quiz
Week 2	<p>14.E.3 Compare the basic principles of the US and its international interests.</p>	<p>8.3 The First Political Parties p. 264-270</p> <p>Review Chapter 8</p>	<p>partisan, Implied powers, caucus, alien, sedition</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 85-87</p> <p>Foldable – identify the conflicts that resulted in the emergence of two political parties</p>		<p>Chapter 8 – Visual Summary SE p. 271</p> <p>Chapter 8 – Standardized Test Practice SE p. 272-273</p> <p>Chapter 8 Test</p>
Week 3		<p>Chapter 9 – The Jefferson Era 9.1 The Republicans Take Power p. 276-279</p>	<p>customs duties, judicial review, laissez-faire</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 88-90</p> <p>Foldable SE p. 275</p>	<p>Chapter 9 Overview at www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 9, Lesson 1 Quiz
Week 4	<p>14.E.3 Compare the basic principles of the US and its international interests.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p> <p>16.B.3d Describe the ways in which the US developed as a world political power</p>	<p>9.2 The Louisiana Purchase p. 280-285</p> <p>9.3 A Time of Conflict p. 286-293</p>	<p>Conestoga wagons</p> <p>tribute, neutral rights, impressments, embargo, nationalism</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 91-96</p> <p>Foldable – Louisiana Purchase</p>		Chapter 9, Lesson 2,3 Quiz

**Dolton School District 148
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February

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1		9.4 The War of 1812 p. 294-298 Chapter 9 Review	frigates, privateers	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 97-99		Chapter 9 – Visual Summary SE p. 299 Chapter 9 – Standardized Test Practice SE p. 300-301 Chapter 9 Test
Week 2	15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources. 15.B.3a Describe the "market clearing price" of a good or service. 15.C.3 Identify and explain the effects of various incentives to produce a good or service. 15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology. 16.B.3d Describe the ways in which the US developed as a world political power 16.C.3b Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present. 16.D.3b Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19 th century. 16.E.3a Describe how early settlers in Illinois and the US adapted to, used and changed the environment prior to 1818. 16.E.3b Describe how the largely rural population of the US adapted, used and changed the environment after 1818. 16.E.3c Describe the impact of urbanization and	Chapter 10 – Growth and Expansion 10.1 Economic Growth p. 304-309 10.2 Westward Bound p. 312-317	cotton gin, interchangeable parts, patent, factory system, capitalism, capital, free enterprise turnpikes, census, canal, locks	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 100-105 Foldable – Territorial Expansion Foldable – Geographic and economic factors that influenced westward movement Foldable SE p. 303	Chapter 10 Overview at www.glencoe.com Student Edition on CD	Chapter 10, Lesson 1,2 Quiz

	suburbanization, 1850-present, on the environment. 17.C.3a Explain how human activity is affected by geographic factors.					
Week 3	16.B.3d Describe the ways in which the US developed as a world political power	10.3 Unity and Sectionalism p. 320-326 Chapter 10 Review	sectionalism, state sovereignty, American System, Monroe Doctrine	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 106-108	Chapter 11 Overview at www.glencoe.com Student Edition on CD	Chapter 10– Visual Summary SE p. 327 Chapter 10– Standardized Test Practice SE p. 328-329 Chapter 10 Test
Week 4	Review and Assess					Short Cycle Assessment Unit 3 Test

**Dolton School District 148
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March

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1		Unit 4: Nationalism and Sectionalism Chapter 11 – The Jackson Era 11.1 Jacksonian Democracy p. 336-341	plurality, majority, spoils system, caucuses, nominating conventions, nullify, secede	Reading Goal: Making Inferences Daily Test Practice Transparencies Reading and Note-Taking Guide p. 109-111 Foldable SE p. 335	Chapter 11 Overview at www.glencoe.com Student Edition on CD	Chapter 10– Visual Summary SE p. 327 Chapter 10– Standardized Test Practice SE p. 328-329 Chapter 10 Test Unit 3 Test
Week 2		11.2 Conflicts Over Land 342-347 11.3 Jackson and the Bank p. 348-352 Chapter 11 Review	relocate, guerrilla tactics depression, laissez-faire	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 112-117		Chapter 11 – Visual Summary SE p. 353 Chapter 11 – Standardized Test Practice SE p. 354-355 Chapter 11 Test
Week 3	15.E.3a Identify the types of taxes levied by differing levels of government 16.E.3b Describe how the largely rural population of the US adapted, used and changed the environment after 1818.	Chapter 12 – Manifest Destiny 12.1 The Oregon Country p. 358-363 12.2 Independence for Texas 366-371	joint occupation, emigrants, prairie schooners, Manifest Destiny Tejanos, empresarios, decree, annex	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 118-123 Foldable SE p. 357	Chapter 12 Overview at www.glencoe.com Student Edition on CD	Chapter 12, Lesson 1,2 Quiz
Week 4	14.E.3 Compare the basic principles of the US and its international interests. 15.A.3a Explain how market prices signal producers about what, how and how much to produce 15.E.3a Identify the types of taxes levied by differing levels of government 16.B.3d Describe the ways in which the US developed as a world political power 16.E.3c Describe the impact of urbanization and suburbanization, 1850-present, on the environment.	12.3 War with Mexico p. 372-377 12.4 California and Utah p. 378-382 Chapter 12 Review	ranchos, rancheros, Californios, ceded forty-niners, boomtowns, vigilantes	Daily Test Practice Transparencies Reading and Note-taking Guide p. 124-129		Chapter 12 – Visual Summary SE p. 383 Chapter 12 – Standardized Test Practice SE p. 384-385 Chapter 12 Test

**Dolton School District 148
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April

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	<p>15.A.3b Explain the relationship between productivity and wages.</p> <p>16.C.3b Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.E.3b Describe how the largely rural population of the US adapted, used and changed the environment after 1818.</p> <p>16.E.3c Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p> <p>18.C.3b Explain how diverse groups have contributed to US social systems over time.</p>	<p>Chapter 13 – North and South</p> <p>13.1 The North's Economy p. 388-393</p> <p>13.2 The North's People 394-399</p>	<p>Clipper ships, telegraph, Morse code</p> <p>trade unions, strikes, prejudice, discrimination, famine, nativists</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 130-135</p>	<p>Chapter 13 Overview at www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 13, Lesson 1,2 Quiz
Week 2		<p>13.3 Southern Cotton Kingdom p. 400-403</p> <p>13.4 The South's People p. 406-412</p> <p>Chapter 13 Review</p>	cotton gin, capital	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-Taking Guide p. 136-141</p> <p>Foldable – Impact of Inventions</p>		<p>Chapter 13 – Visual Summary SE p. 23</p> <p>Chapter 13 – Standardized Test Practice SE p. 24-25</p> <p>Chapter 13 Test</p>
Week 3	Class Project					
Week 4	Spring Break					

**Dolton School District 148
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May

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and US public policy.	Chapter 14 – The Age of Reform 14.1 Social Reform p. 418-421 14.2 The Abolitionists p. 424-431	revivals, utopias, temperance, normal school, transcendentalists, disobedience abolitionists, Underground Railroad	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 142-147	Chapter 1 Overview at www.glencoe.com Student Edition on CD	Chapter 14, Lesson 1,2 Quiz
Week 2		14.3 The Women's Movement p. 434-438 Chapter 14 Review	suffrage, coeducation	Daily Test Practice Transparencies Reading and Note-Taking Guide p. 148-150		Chapter 14 – Visual Summary SE p. 23 Chapter 14 – Standardized Test Practice SE p. 24-25 Chapter 14 Test
Week 3	Review and Assess					Short Cycle Assessment Unit 4 Test
Week 4	Last Week of School					