

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p><b><u>Quarter 1</u></b>  <b><u>August / September</u></b></p> <p>14-a Understand and explain basic principles of the US Government</p> <p>14-D Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the US and other nations</p> <p>17-A Locate, describe and explain places, regions, and features on the Earth</p> <p>17-B2a Describe how physical and human processes shape special patterns including ...settlement</p> <p>17C 3a Explain how human activity is affected by geographic factors</p> <p>17-D Understand the historical significance of geography</p>	<p>RH1. 1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH4. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><b>Introduction to Eighth Grade Social Science—American History—Part II</b></p> <p>Review Skill Handbook-- Interpreting Political Cartoons Analyzing News media</p> <p>Review and analyze the Geography of the United States:</p> <p><b><u>Review of US History to the Civil War</u></b></p> <p>Discuss the concepts of Sectionalism and Expansionism/Manifest Destiny</p> <p><b>TOWARD CIVIL WAR Chapter 15</b></p> <p>Summarize the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act</p> <p>Explain how the concept of “popular Sovereignty” led to violence in Kansas</p> <p>Describe how the Republican Party</p>	<p><i>American Journey,</i> Reference Atlas, Geography Skills Handbook</p> <p>Maps</p> <p>Section Guided Reading Activities</p> <p>Teacher created materials</p>	<p>Map Quiz</p> <p>Vocabulary activities Quizzes Chapter project</p> <p>Map Activities</p>

# Curriculum Map

## Grade 8<sup>th</sup> Social Studies

### Essential Questions (attached)

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
14-B Understand the structures and functions of the political systems of...USA  14-E Understand US foreign policy 14-F Understand the development of US political ideas and traditions 15-A Understand how different economic systems operate 16 B 4 (U) Identify political ideas that have dominated US historical eras 16 C 4b (US) Analyze the impact of westward expansion  <b>Unit: Civil War and Reconstruction</b> <b>September/October</b>  16 C 4b (US) Analyze the impact of westward expansion  17 D Understand the historical significance of geography 17C3a Explain how human activity is affected by geographic factors	<b>WHST10.</b> 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>WHST1</b> 1. Write arguments focused on <i>discipline-specific content</i> .  <b>WHST2.</b> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  <b>RH1.</b> 1. Cite specific textual evidence to support analysis of primary and secondary sources.  <b>RH4.</b> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	was formed from various anti-slavery parties in 1854  Describe the significance of the Dred Scott Case  Explain how states' rights contribute to the secession and outbreak of the Civil War.  Explain how the War starts with the attack on Fort Sumter  <b>CIVIL WAR Chapter 16</b>  Identify and compare and contrast the aims and strategies of the North and South  Identify the strengths and weaknesses of the North and South.  Describe and analyze the major battles in both the East and West in	Read a Time Line of US History to the Civil War  Section Guided Reading ch 15-4  Time Line to the Civil War  Activity: Comparing the North and South  Map Activity Online Web Quest	Presentations Discussions (informal); debate  Map Activity, p 465  Test  Vocabulary activities  Quizzes  Chapter project

# Curriculum Map

## Grade 8<sup>th</sup> Social Studies

### Essential Questions (attached)

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p>18 B 3a Analyze how individuals and groups interact with and within institutions</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>14 C Understand the election process and responsibilities of citizens</p> <p>14-C 3 Compare historical issues involving rights, roles and status of individuals</p> <p>16 A Apply the skills of historical analysis and interpretation</p> <p>16 A 3c Identify the differences between facts and interpretation</p>	<p>WHST.4 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RH1. 1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH4. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>the early stages of the War</p> <p>Evaluate the role of technology the war—especially the use of railroads and ironclad warships</p> <p>Evaluate the significance of the Emancipation Proclamation in setting a moral compass for winning the war</p> <p>Describe the social, political, and economic changes that resulted from the war</p> <p>Describe the new roles for women and brought about by the war</p> <p>Understand how the battles of Vicksburg and Gettysburg changed the course of the war.</p> <p>Describe and evaluate the role played by African American in the Civil War</p> <p>Describe the events that led to the end of the war</p>	<p>Guided Reading</p> <p><i>American Journey</i>, ch 16, section 4</p> <p>Map Activities: Battles in the West; Battles in the East PG version of <i>Glory</i></p> <p>Guided Reading</p> <p>Map Activity</p> <p>Graphic Organizer</p>	<p>Map Activities</p> <p>Teacher made quizzes</p> <p>Quiz</p> <p>Presentations Discussions (informal); debate</p> <p>Report/Presentation Battles and Technology of the Civil War</p> <p>Graphic organizer:</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>15 E Understand the impact of government policies and decisions on production and consumption in the economy</p> <p>17C3a Explain how human activity is affected by geographic factors</p> <p>18 B 3a Analyze how individuals and groups interact with and within institutions</p> <p>16 C H4 Describe the economic causes of conflict in US History</p> <p>17 A Locate, describe and explain places, regions, and features on Earth</p> <p>16 C 3c (W) Describe the impact of technology (e.g. weaponry...)</p>	<p>RH9. 9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Summarize the Causes and Effects of the Civil War</p> <p><b>Chapter 17: Reconstruction</b></p> <p>Contrast the different plans to unify the nation after the Civil War.</p> <p>Discuss the results of Radical Reconstruction.</p> <p>Speculate/hypothesize how Reconstruction might have been different if Lincoln had NOT been assassinated</p> <p>Describe the impact of the 14<sup>th</sup> and 15<sup>th</sup> Amendments on African Americans</p> <p>Describe how the government in the Southern states changed during Reconstruction.</p> <p>Explain how the South changed politically, economically, and socially during Reconstruction.</p>	<p>Guided Reading</p> <p>Research on the internet and Class debate</p>	<p>battles of the War</p> <p>Civil War Map Project</p> <p>Chapter Assessment</p> <p>Test</p> <p>Quiz</p> <p>Chapter 17 Test</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>14-C 3 Compare historical issues involving rights, roles and status of individuals</p> <p>15 C 4a Analyze the impact of political actions and natural phenomena ( e.g. war, legislation, natural disaster) on producers and production decisions</p> <p>16 A 3 B Make inferences about historical events and era using historical maps and other historical sources</p> <p>17 C 3a Explain how human activity is affected by geographic factors</p> <p>16 A Apply skills of historical analysis and interpretation</p> <p>16 A 3c Identify the differences between facts and interpretation</p> <p>16-B 2d (US) Identify major political events and leaders within the United States historical eras including...the Civil War</p>		<p>Summarize the effects of the Compromise of 1877</p> <p>Describe the setbacks to African Americans with the voting restriction and Jim Crow Laws</p> <p><b><i>Unit 6: Reshaping the Nation--Reading Strategy-Comparing and Contrasting</i></b></p> <p><b>Chapter 18: Opening the West</b></p> <p>Summarize the development of the West, including the mining booms and the role of railroads.</p> <p>Explain the role of railroads in the settlement of the West</p> <p>Explain how cattle ranchers and farmers adapted to life in the West.</p> <p>Summarize the significance of the Homestead Act of 1862</p>	<p>Debate the dangers posed by the recent Supreme Court decision regarding weakening the Voting Rights Act</p> <p>Map Activity: Mining in the West AJ p 554</p> <p>Guided Reading Activity 18-1</p> <p>Guided Reading</p>	<p>Map quiz</p> <p>Section 18-1Quiz</p> <p>Critical Thinking Activity AJ p 565—Problem/Solution Diagram</p> <p>Venn Diagram—</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>16 A 3 B Make inferences about historical events and era using historical maps and other historical sources</p> <p>17 C 3a Explain how human activity is affected by geographic factors</p> <p>14 F 3a Analyze historical influences on the development of political ideas and practices</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>16 A Apply the skills of historical analysis and interpretation</p> <p>14-C 3 Compare historical issues involving rights, roles and status of individuals</p> <p>18 C 3b Explain how diverse groups have contributed to US social systems over time</p>		<p>Analyze the effects of westward expansion on Native Americans</p> <p>Identify Sitting Bull and Geronimo.</p> <p>Explain the conflict that forced Native Americans onto reservations.</p> <p>Explain why economic reform movements developed in the late 1800's</p> <p>Describe the impact of the election of 1896.</p> <p><b>Chapter 19: The Industrial Age</b></p> <p>Evaluate how railroad expansion affected the U.S. economy.</p> <p>Analyze how the inventions of the late 1800's revolutionized society</p> <p>Describe how Americans built fortunes in the oil and steel industries.</p> <p>Identify the reasons for new legislation.</p>	<p>Activity 18-2</p> <p>Reading Strategy: Cause Web,</p> <p>Trace the westward expansion</p> <p>Internet research and reports</p> <p><i>Time Line Activity</i></p> <p><i>Map Activities</i></p> <p>Chart inventors and their inventions.</p> <p>Guided Reading</p>	<p>Comparing and Contrasting Nomadic and Reservation Life, AJ, 571</p> <p>Class discussion</p> <p>Test</p> <p>Create a map to illustrate the growth of Railroads</p> <p>Section quiz</p> <p>Chapter 19 Test</p> <p>Class discussion on social issues of late 19<sup>th</sup> and early 20<sup>th</sup></p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>16 B 3c Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions</p> <p>17 C 3c Analyze how human processes influence settlement patterns including migration and population growth</p> <p>18 B 3a Analyze how individuals and groups interact with and within institutions</p> <p>18B 3b Explain how social institutions contribute to the development and transmission of culture</p> <p>15 E 3b Explain how laws and government policies establish rules that help a market economy function</p> <p>14 C 3 Compare historical issues involving rights , rules and status of individuals in relation to municipalities, states and the nation</p>		<p><b>Chapter 20—An Urban Society</b> Describe how cities changed during the late 1800s.</p> <p>Explain the effects of the new forms of urban transportation.</p> <p>Compare and Contrast city problems and solutions from the late 1800's to those of today</p> <p>Chart the growth of the American education system.</p> <p>Describe the importance of the Tuskegee Institute</p> <p>Discuss ways American culture changed in the late 1800s.</p> <p><b><i>Unit 7—Reform and Empire—Reading Skill: Paraphrasing</i></b>  <b>Chapter 21—The Progressive Era</b></p> <p>Explain how the progressives fought corruption in business and government.</p>	<p>Activity</p> <p>Guided Reading Activity</p> <p>Interpreting a political cartoon</p> <p>Graphic organizer</p> <p>Primary Source Activity</p> <p>Interpreting Primary Sources</p>	<p>century current to U.S. policy</p> <p>Discussions in class</p> <p>Quiz</p> <p>Identify prominent personalities</p> <p>Section quiz</p> <p>Chapter 20 Test</p> <p>Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<b>Unit 6: Reshaping the Nation 1858-1914</b> Opening the West 1858-1896 <b>October/November</b>  15 B 3a Describe the “market clearing price” of a good or service  16D 3a (US) Describe characteristics of different kinds of communities in various sections of America  17C 3a Explain how human activity is affected by geographic factors  16 D 3b (US) Describe characteristics of different kinds of families in America...  16E 3b (US) Describe how the largely rural population of the US adapted, used and changed the environment 17D 3a Explain how and why spatial patterns of settlement change over time		Sequence congressional legislation from the Pendleton Act to the 17 <sup>th</sup> amendment.  Summarize how progressive reformers reinforce democratic ideas.  Identify the characteristics of the "new woman" of the late 1800's.  Illustrate ways in which reforms affected the lives of women and other groups in the late 1800s.  Paraphrase the goal of the temperance movement.  Discuss why Theodore Roosevelt and William Howard Taft were known as progressive presidents.  Identify ethnic groups and religious minority groups faced with discrimination in the United States during the late 1800's.  <b>Chapter 22: Rise to World Power</b>  Discuss why the United States extended its influence to other regions in the late	Grade level Team writing  Guided Reading Activity  DBQ / Essential Questions  <i>Chapter outline</i>  Guided Reading Activity  Create a brochure or flyer for ‘Reform Group’s’ stand and their reform ideas.  Online Web Quest	Content Test  Chapter Test  Classroom discussions  Section quiz  Chapter test



**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>16 D 3a; 17 C 3c Analyze how human processes influence settlement patterns</p> <p>18 B 3a Analyze how individuals and groups interact with and within institutions</p> <p>15- A Understand how different economic systems operate in the exchange, production , distribution and consumption of goods and services</p>		<p>1800s.</p> <p>Explain the factors that led to imperialism.</p> <p>Explain why the United States expanded its role in the Pacific.</p> <p>Summarize the Open Door policy.</p> <p>Analyze how the Spanish-American War helped the United States become a world power</p> <p>List the events in Cuba that led to war between United states and Spain.</p> <p>Identify role played by the Rough Riders (1<sup>st</sup> Volunteer Cavalry) and the 9<sup>th</sup> and 10<sup>th</sup> Cavalry ( Buffalo Soldiers) in the Battle of San Juan Hill.</p> <p>Explain what happened to Cuba, Puerto Rico, and the Philippines after the Spanish-American War</p> <p>Explain the problems with the Panama Canal and how they were resolved.</p>	<p>Graphic organizer</p> <p>Compare and evaluate the achievements of Booker T. Washington, W.E.B. Du Bois</p> <p>Classroom discussions</p> <p>Map Activity</p> <p>DBQ / Essential Questions</p> <p>Create a political or propaganda-based cartoon or drawing</p>	

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p><b>The Industrial Age</b> 1865-1914</p> <p><b>November/December</b></p> <p>15 B 3b Explain the effects of choice and competition on individuals and the economy as a whole</p> <p>15C 3 Identify and explain the effects of various incentives to produce a good or service</p>		<p>Contrast Taft's views about power with those of Roosevelt.</p> <p>Relate how the beliefs of the U.S. presidents shaped Latin American foreign policies.</p> <p>Describe the relations with Mexico in the early 1900's</p> <p>Define and understand Wilson's policy of "moral diplomacy".</p> <p><b>Chapter 23—World War I</b></p> <p>Analyze factors that led to the outbreak of World War I, includes nationalism and militarism.</p> <p>Identify the assassination of Franz Ferdinand as the spark that set off the war</p> <p>Evaluate how new weapons technology—led to trench warfare in World War I</p> <p>Examine how propaganda influenced war efforts.</p>	<p>that depicts an understanding of the time period</p> <p><i>American Journey</i>, ch 22—section 4</p> <p>Guided Reading Activity</p> <p>Graphic Organizer—Causes of World War I</p> <p>Map: World War I DBQ / Essential Questions</p> <p>Handout and Worksheet: World War I</p>	<p>Presentations Oral &amp; Video</p> <p>Chapter Test—Ch 22</p>



**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<b>An Urban Society</b> 1865-1914 December		<p>Act and the Sedition Act of 1918 with both the Alien and Sedition Acts of 1798 and the Patriot Act of 2001</p> <p>Explain the Great Migration and its impact.</p> <p>Identify Wilson’s Fourteen Points for Peace</p> <p>Locate the new nations created in eastern Europe after the war</p> <p>Identify the League of Nations</p> <p>Describe the terms of the Treaty of Versailles</p> <p>Discuss why Wilson’s peace plan failed.</p> <p>Identify challenges faced by the US and Europe after the war</p> <p><b><i>Unit 8: Change and Conflict</i></b>  <b><i>–Reading Skill: Questioning</i></b></p>	<p>22—section 3</p> <p>Guided Reading Activity</p> <p>Handout and Worksheet: World War I—Part II</p> <p><i>AJ</i>, map p 720</p> <p><i>American Journey</i>, ch 23, section 4</p> <p>Guided Reading Activity</p> <p>See also <i>American Journey</i>, p 270 and 992</p>	<p>Map Quiz</p> <p>Quiz: Sections 3</p> <p>Graphic Organizer—Chart Comparing The Alien and Sedition Acts of 1798, 1918, and the Patriot Act</p> <p>Section 4 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p><b><i>Unit 7--Reform and Empire 1865-1920</i></b></p> <p>January The Progressive Era 1877-1920</p>		<p><b>Chapter 24—The Jazz Age</b></p> <p>Understand how prejudice and labor strife affected the nation after World War I.</p> <p>Discuss the causes and effects of the Great Migration</p> <p>Discuss how the election of Harding and Coolidge reflected America's changing mood.</p> <p>Explain how new technology and forms of transportation changed American life.</p> <p>Analyze reasons for economic growth in the 1920's</p> <p>Describe how a drop in agricultural products laid the seed for the Great Depression</p> <p>Analyze how social change affected the arts, the role of women, and minorities.</p>	<p>Ch 23, section 5</p> <p>Map, <i>AJ</i> p 730</p> <p>Guided Reading Activity section 5</p> <p>Graphic Organizer, <i>AJ</i> p 732</p> <p><i>American Journey</i>, ch</p>	<p>Test: World War I</p> <p>Student created map</p> <p>Section 5 Quiz</p> <p>Test: Chapter 23—Word War I</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<b>Unit 7--Reform and Empire 1865-1920</b>		Describe and analyze the achievements of the Harlem Renaissance	24—Section 1  Section Guided Reading Map Activity to show the Great Migration  <i>American Journey</i> , ch 24, Section 2 Guided Reading Activity  <i>American Journey</i> , ch 24, Section 3  Guided Reading Activity  <i>American Journey</i> , ch 24, section 4  Guided Reading Activity	Section 1 Quiz       Section 2 Quiz       Section 3 Quiz       Section 4 Quiz
		<b>Chapter 25—The Depression</b>	<b>Research Harlem Renaissance</b> Topics Covered	

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
January The Progressive Era 1877-1920		<p><b>and the New Deal</b></p> <p>Identify and analyze the factors that brought about the Great Depression.</p> <p>Describe the hardships people faced during the Depression</p> <p>Describe how President Hoover attempted to deal with the crisis</p> <p>Describe how Franklin Roosevelt's leadership brought about a change in the U.S. economy.</p> <p>Describe the major components of the New Deal Programs</p> <p>Compare FDR's efforts to deal with the Great Depression with those of President Obama to deal with the "Great Recession"</p> <p>Explain how the Great Depression affected the economic and social conditions of Americans, especially minorities.</p>	<p>include:</p> <p>a) Literature</p> <p>b) Art</p> <p>C) Music</p> <p>d) Urban Development</p> <p>e) Material Culture including:</p> <ul style="list-style-type: none"> <li>- Unique Clothing Styles</li> <li>-Food &amp; restaurants</li> <li>-Night time and Entertainment</li> <li>-Performers</li> </ul> <p>f) Economic effects on African-Americans living in the Northeast.</p> <p><i>American Journey</i> Chapter 25, section 1</p> <p>Guided Reading</p>	<p>Student projects and presentations including art work, oral presentations, technology presentations, musical presentations</p> <p>Chapter 24 Test</p> <p>Section 1 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>Describe the causes and effects of the Dust Bowl</p> <p>Discuss why some people supported Roosevelt's New Deal and why others opposed it.</p> <p>Describe and evaluate the achievements of the "Second New Deal" including the Social Security program</p> <p><b>Chapter 26: World War II</b></p> <p>Describe how dictators acquired and expanded power in Europe in the 1930s.</p> <p>Describe how bitterness over the outcome of World War I and serious economic problems led to the rise of dictators in Germany, Italy, Japan,</p>	<p>Activity</p> <p><i>American Journey</i> Chapter 25, section 2</p> <p>Guided Reading Activity</p> <p>Internet activity, <i>AJ</i> p 1001-1002</p> <p><i>American Journey</i> Chapter 25, section 3</p> <p>Guided Reading Activity</p> <p>Dust Bowl video from</p>	<p>Section 2 Quiz</p> <p>Essay on the Dust Bowl</p> <p>Section 3 Quiz</p>



**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>World Power 1865-1917 January</p> <p><b>World War I</b></p>		<p>and the Soviet Union</p> <p>Define fascism and explain how Mussolini came to power in Italy in 1922</p> <p>Define Nazism and explain how Hitler came to power in Germany in 1933</p> <p>Describe Hitler's attacks on the Jews</p> <p>Explain why European nations refused to oppose Hitler's military buildup and territorial ambitions in Europe</p> <p>Analyze how the military came to power in Japan</p> <p>Analyze why America remained neutral in the late 1930's</p> <p>Discuss how peaceful nations confronted foreign aggressors in World War II.</p> <p>Describe Germany's aggression prior</p>	<p>PBIS American Experience –(Ken Burns's film)</p> <p><i>American Journey</i> Chapter 25, section 4</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 26, section 1</p> <p>Guided Reading Activity</p>	<p>Section 4 Quiz</p> <p>Chapter 25 Test</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>to World War II</p> <p>Explain why the policy of appeasement failed</p> <p>Describe how World War II began</p> <p>Describe the <i>blitzkrieg</i> and explain how this new way of waging war was different from the trench warfare of World War I</p> <p>Analyze reasons for the fall of France</p> <p>Describe the Battle of Britain</p> <p>Describe FDR's policy of helping the allies</p> <p>Explain how the US opposed Japanese aggression in the Pacific</p> <p>Explain how the United States entered the war with the attack on Pearl Harbor</p>	<p>Handout: Rise of Dictators</p> <p>Study Guide: Rise of Dictators</p> <p>Internet resources</p> <p>Debate—If Britain, France, and the USA had opposed Hitler, World War II would have been avoided</p> <p><i>American Journey</i> Chapter 26, section 2</p> <p>Guided Reading Activity</p>	<p>Section 1 quiz</p> <p>Map Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>Explain how the US had to refocus its economy to provide supplies for the war</p> <p>List ways that American men, women, and minorities supported the war effort at home.</p> <p>Judge the placement of Japanese-American in internment camps during the war</p> <p>Describe the strategies the Allies pursued in Europe and Africa to defeat the Axis Powers in World War II.</p> <p>Describe and explain how the Allies fought a successful campaign in North Africa</p> <p>Describe the invasion of Italy</p>	<p>Map Activity: Aggression in Europe</p> <p>Discussion comparing Russia's invasion of Crimea in 2014 to Hitler's aggression</p> <p><i>American Journey</i> Chapter 26, section 2</p> <p>Guided Reading Activity</p> <p>Map Activities— Germany Invades France, The Battle of Britain, and the Axis Conquest of Europe Handout: The War Begins</p> <p>Internet resources--</p>	<p>Evaluation of map activities</p> <p>Section 2 quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
		<p>Describe the importance of the Normandy Invasion</p> <p>Describe the Holocaust and explain how the Nazis increased their persecution of the Jews and set up death camps in an effort to kill all of Europe's Jewish population</p> <p>Describe the war in the Pacific and Explain the strategy of island hopping</p> <p>Discuss the importance of the Battle of Midway</p> <p>Discuss the events that led up to the turning point in the war in the Pacific.</p> <p>Describe the goal of the Manhattan Project and explain how the use of the atomic bomb brought about Japan's surrender in the Pacific conflict</p> <p>Explain the surrender of Japan.</p> <p><b><i>Unit 9- Challenges at Home</i></b></p>	<p>Handout: The United States Enters the War</p> <p>Internet Recording FDR's "Day of Infamy" speech</p> <p><i>American Journey</i> Chapter 26, section 3</p> <p>Section Reading Guide</p> <p>Debate: How was the US's treatment of Japanese Americans similar to and different from the Nazi treatment of the Jews <i>American Journey</i> Chapter 26, section 4</p> <p>Guided Reading</p>	<p>Participation in debate</p> <p>Section 3 Quiz</p> <p>Holocaust Project</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p><i>Change and Conflict 1920-1945</i></p> <p><b>The Jazz Age</b></p>		<p><b><i>and Abroad—Reading Skill: Identifying Problems and Solutions</i></b></p> <p><b>Chapter 27: The Cold War Era</b></p> <p>Explain how and why America aided European nations after World War II.</p> <p>Describe the importance of the Marshall Plan and the Truman Doctrine</p> <p>Describe the beginnings of the Cold War and the formation of NATO</p> <p>Describe Soviet expansion in Eastern Europe</p> <p>Describe the growth of communism in China and Asia</p> <p>Describe the Berlin Crisis and how the Western Allies successfully responded to it</p> <p>Describe Cold War fears at home and McCarthyism</p>	<p>Activity</p> <p>Map Activity D-Day, AJ p 824</p> <p>Handout: The Holocaust</p> <p>Internet resources including videos, information from the Holocaust Museum</p> <p><i>American Journey</i> Chapter 26, section 5</p> <p>Handout: The War in the Pacific</p> <p>Guided Reading Activity—Section 5</p>	<p>Quiz: Section 4</p> <p>Map quiz: Pacific War</p> <p>Section 5 Quiz</p> <p>Chapter 26 Test—World War II</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
		<p>Understand the economic, social and political challenges that Americans faced after World War II.</p> <p>Describe Truman's efforts to end discrimination</p> <p>Explain how and why America involved itself in the Korean conflict of the 1950s.</p> <p>Explain the Constitutional importance of Truman's firing of General McArthur</p> <p>Describe Eisenhower's foreign policy</p> <p>Identify how America's prosperity in the 1950s affected the country's economy and culture.</p> <p><b>Chapter 28—The Civil Rights Era</b></p> <p>Describe the legal and social challenges to racial segregation in the 1940s and 1950s.</p>	<p><i>American Journey</i> Chapter 27, section 1</p> <p>Guided Reading Activity</p> <p>Map: Soviet Expansion Map: NATO</p>	<p>Section 1 Quiz</p> <p>Section 2 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<b>The Depression and the New Deal</b>		<p>Identify major civil rights groups: NAACP, CORE, SCLC, SNCC</p> <p>Describe the importance of the Brown decision</p> <p>Analyze the role of the Federal Government in the confrontation in Little Rock</p> <p>Analyze the importance of the success of the Montgomery Bus Boycott</p> <p>Evaluate the role of Dr. Martin Luther King, Jr. on the growth of the Civil Rights Movement</p> <p>Explain why John F. Kennedy's presidency appealed to many Americans who wanted positive change</p> <p>Identify the major programs of the New Frontier</p> <p>Discuss the Assassination of JFK</p>	<p><i>American Journey</i> Chapter 27, section 2</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 27, section 3</p> <p>Map: Korean War Guided Reading Activity</p>	<p>Section 3 Quiz</p> <p>Section 4 Quiz</p> <p>Chapter 27 Test</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<b>World War II</b>		<p>Describe President Johnson's Great Society: War on Poverty, Medicare and Medicaid, and the Civil Rights Act of 1964</p> <p>Compare and contrast the presidencies of Kennedy and Johnson.</p> <p>Discuss the areas of civil rights that groups tried to improve in the 1960s and the methods those groups used.</p> <p>Describe the importance of the Freedom Rides</p> <p>Describe what the march on Washington in 1963 accomplished</p> <p>Explain the importance of the Voting Rights Act of 1965 and the 24<sup>th</sup> Amendment</p> <p>Identify Malcolm X and explain his philosophy</p> <p>Explain the significance of the</p>	<p><i>American Journey</i> Chapter 27, section 4</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 28, section 1</p> <p>Guided Reading Activity</p> <p>Handout: Civil Rights Movement</p>	Section 1 Quiz



**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>assassinations of Martin Luther King, Malcolm X, and Bobby Kennedy</p> <p>Trace the effects of the civil rights movement on minorities other than African Americans.</p> <p>Explain how the Civil Rights Movement led many American women to organize and push for greater rights and opportunities</p> <p>Explain how during the 1960's and 1970's and 1980's Hispanic Americans, Native Americans, and disabled Americans entered the struggle for greater rights</p> <p><b>Chapter 29: The Vietnam Era</b></p> <p>Describe the key foreign policy challenges during the Kennedy administration.</p> <p>Describe the Cuban Missile Crisis</p> <p>Explain how and why America got involved in the war in Vietnam.</p>	<p>Internet resources</p> <p>Video: <i>Citizen King</i></p> <p><i>American Journey</i> Chapter 28, section 2</p> <p>Guided Reading Activity</p> <p>Graphic Organizer</p> <p><i>American Journey</i> Chapter 28, section 3</p>	<p>Section 2 Quiz</p> <p>Section 3 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>Describe how the American troops had to fight a jungle war using search-and-destroy missions</p> <p>Discuss the effects of the Vietnam War on the political and social climate of the United States.</p> <p>Analyze the importance of the youth anti-war protest movement</p> <p>Explain why the year 1968 was a turning point in the war that greatly affected the nation's political life</p> <p>Explain how anti-war protests intensified in the early 1970's and describe what happened at Kent State and Jackson State Universities</p> <p>Evaluate the significance of the release of the Pentagon Papers</p> <p>Explain how President Nixon removed the United States from the Vietnam War.</p>	<p>Guided Reading Activity</p> <p>Video: <i>Many Rivers to Cross</i></p> <p><i>American Journey</i> Chapter 28, section 4</p> <p>Guided Reading Activity</p>	<p>Section 4 Quiz Chapter 28 Test</p> <p>Section 1 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
		<p>Describe the Human toll and social political, and economic impacts of the war</p> <p><b><i>Unit 10—America in a Modern Era-- Reading Skill: Monitoring and Clarifying</i></b></p> <p><b>Chapter 30--America in the 1970's</b></p> <p>Explain how Nixon worked to achieve foreign policy goals.</p> <p>Analyze the effectiveness of Détente and Nixon's China policy</p> <p>List Nixon's major domestic challenges in the 1970s.</p> <p>Describe the Constitutional crisis caused by the Watergate Scandal</p> <p>Explain how Carter dealt with foreign affairs issues</p> <p>Describe the environmental and</p>	<p><i>American Journey</i> Chapter 29, section 1 Guided Reading Activity</p> <p><i>American Journey</i> Chapter 29, section 2  Guided Reading Activity</p> <p>Map: Vietnam War</p> <p><i>American Journey</i></p>	<p>Section 2 Quiz</p> <p>Section 3 Quiz</p> <p>Section 4 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
		<p>Energy crisis issues Carter faced</p> <p>Describe the Iran Hostage crisis  <b>Chapter 31—New Challenges</b></p> <p>Explain how President Reagan’s actions and policies reflected his attitude about communism.</p> <p>Describe how Regan brought a conservative approach to government</p> <p>Describe the Iran-Contra Scandal</p> <p>Describe the breakup of the Soviet Union and the end to the Cold War</p> <p>Describe the Persian Gulf War</p> <p>Discuss how President Bush dealt with the domestic challenges facing his presidency.</p> <p>Evaluate the economic and social reforms of the Clinton Presidency</p> <p>Understand how the Clinton</p>	<p>Chapter 29, section 3</p> <p>Guided Reading Activity</p> <p><i>American Journey</i>  Chapter 29, section 4</p> <p>Guided Reading Activity</p>	<p>Chapter 29 Test</p> <p>Section 1 Quiz</p> <p>Section 2 Quiz</p> <p>Section 4 Quiz</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p><i><b>Challenges at Home and Abroad 1945-1975</b></i></p> <p>The Cold War Era 1945-1960</p>		<p>presidency altered the U.S. domestic scene in the 1990s.</p> <p>Describe the role the conservative Supreme Court played in the contested 2000 election</p>	<p><i>American Journey</i> Chapter 30, section 1</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 30, section 2</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 30, section 3</p>	Chapter 30 Test
		Describe the events of 9/11		Section 1 Quiz
		Explain how the war on terror changed the way Americans lived.		
		Describe the provisions of the Patriot Act and compare them to the provisions of the Alien and Sedition Acts of both 1918 and 1798		Section 2 Quiz
		Explain why the United States went to war in Iraq in 2003		
		Describe the election of Barack Obama in 2004 as the first African American President		
		Explain how President Obama got started as a community organizer in Chicago's South Side		
		Describe the domestic and foreign		

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>policy issues faced by the Obama administration</p> <p>Describe the steps taken by the new administration to revive the economy</p> <p>Trace the push for health back to the New Deal, through the Johnson and Clinton administrations to the Affordable Health Care Act</p> <p>Identify ways in which economic and environmental developments led to interdependence among the world's nations.</p> <p>Describe how the global economy benefited from new technology but also suffered from a major financial crisis at the beginning of the 21<sup>st</sup> century</p> <p><i>Illinois Constitution Unit</i></p>	<p><i>American Journey</i> Chapter 31, section 1</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 31, section 2 Map Activity: Breakup of the Soviet Union Map Activity: Persian Gulf War</p> <p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 31, section 3</p>	<p>Section 3 Quiz</p> <p>Quiz: Elections of 2008 and 2012</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
The Civil Rights Era 1954-1974		<p>Describe The geography of Illinois</p> <p>Locate the major regions of Illinois</p> <p>Explain the importance of rivers and Lake Michigan to Illinois Settlement pattern</p> <p>Identify and describe the major Native American groups which lived in Illinois</p> <p>Explain how the French settled the area near Kaskaskia</p> <p>Explain how Illinois became British territory as a result of the French and Indian War</p> <p>Explain how George Rogers Clark's campaign gave the Americans claim to the Northwest Territory</p> <p>Explain how Illinois became the 21<sup>st</sup> state</p>	<p>Guided Reading Activity</p> <p><i>American Journey</i> Chapter 31, section 4</p> <p>Video: 9/11</p> <p>Guided Reading Activity</p> <p>Handout: The Elections of 2008 and 2012</p>	<p>Section 4 Quiz</p> <p>Section 5 Quiz</p> <p>Chapter 31 Test</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
		<p>Describe the role of Illinois in the Civil War</p> <p>Describe how Chicago became a major railroad hub and industrial center</p> <p>Identify Illinois's four constitutions</p> <p>Describe the major provisions of the Constitution of 1970</p> <ul style="list-style-type: none"> <li>• Provisions in the Preamble</li> <li>• Bill of Rights</li> <li>• Suffrage</li> <li>• Requirement for office holding</li> </ul> <p>Describe the structure and organization and powers of the General Assembly</p> <p>Explain why there are 59 State Senators and 118 members of the House of Representatives</p> <p>Describe how a bill can become a law</p> <p>Describe the organization, structure,</p>	<p>Internet research</p> <p><i>American Journey</i> Chapter 31, section 5</p> <p>Guided Reading Activity</p>	<p>Illinois Geography Quiz</p> <p>History of Illinois Quiz</p>



**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

Illinois Learning Standards and Time Intervals	COMMON CORE MAJOR CONTENT	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
		<p>and powers of the Elected Officers of the Executive Branch:</p> <ul style="list-style-type: none"> <li>• Governor</li> <li>• Lieutenant Governor</li> <li>• Attorney General</li> <li>• Secretary of State</li> <li>• Comptroller</li> <li>• Treasurer</li> </ul> <p>Describe the structure, organization and powers of the Judicial Branch:</p> <ul style="list-style-type: none"> <li>• Supreme Court</li> <li>• Appellate Courts</li> <li>• District (Circuit ) Courts</li> </ul> <p>Describe the structure, organization and function of local governments:</p> <ul style="list-style-type: none"> <li>• County</li> <li>• Township</li> <li>• City/Village</li> <li>• Special Districts</li> </ul> <p>Explain how the Illinois Constitution can be amended</p>	<p>Handout: Geography of Illinois</p> <p>Study Guide: Geography of Illinois</p> <p>Maps: Illinois— Geographic Regions Map: Illinois Indian Tribes</p> <p>Map: Illinois in the French and Indian War Study Guide: History of Illinois-I</p> <p>Internet: Pictures of Kaskaskia and Fort Chartres</p> <p>Map: Revolutionary War in the West</p> <p><i>American Journey</i>, p 168-171</p> <p>Maps: Northwest</p>	<p>Constitution Quiz 1</p> <p>Constitution Quiz 2</p> <p>Constitution Quiz 3</p>

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
The Vietnam Era 1960-1975			Territory, Indiana Territory, Illinois Territory Study Guide: History of Illinois – II Handout: Illinois Government Power Point Presentation Students make flash cards  Handout: Illinois Constitution Study Guide: Illinois Constitution-I  Study Guide: Illinois Constitution- II Graphic Organizer/Chart: Executive Branch  Graphic Organizer/Chart: Judicial Branch	Constitution Quiz 4

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<b>America in a Modern Era</b>  America in the 1970's		APPENDIX (Oz= Washington DC; Wizard= President; Lion= William Jennings Bryan; Wicked Witch of the		Illinois Constitution Test

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
New Challenges		West=weather of the west; Good Witch of the North= North during the Civil War; Scarecrow= American Farmer; Tin man= Industrial worker; Munchkins=immigrants Yellow Brick Road = Gold standard; House falling on Wicked Witch of the East ( evil Industrialist) = homeownership		

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p style="text-align: center;"><b>ILLINOIS CONSTITUTION</b></p> <p>17A-Locate, describe and explain places, regions and features on the Earth</p> <p>17C 2b Describe the relationships among location of resources, population distribution and economic activities</p> <p>17C 3a Explain how human activity is affected by geographic features</p> <p>18A Compare cultural characteristics</p> <p>16B 3b (US) Explain how and why the colonists fought for independence</p>				

**Curriculum Map**  
**Grade 8<sup>th</sup> Social Studies**  
**Essential Questions (attached)**

<b>Illinois Learning Standards and Time Intervals</b>	<b>COMMON CORE MAJOR CONTENT</b>	<b>LEARNING OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	<b>ASSESSMENTS</b>
<p>14A 4 Analyze how local, state, and national governments serve the purposes for which they were created</p> <p>17C 3c Analyze how human processes influence settlement patterns</p> <p>14 B Understand the structures and functions of the political systems of Illinois, the United States, and other nations</p> <p>14B 3</p>				