

Eighth Grade

OREGON State Standards

Social Science Standards

Civics and Government

8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.

8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.

8.5 * Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution

8.6 * Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.

8.7 * Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 * Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy.

8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

Economics

8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.

8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy

8.14 * Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S.

Financial Literacy

8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)

8.16 * Explain how compound interest can generate both wealth and debt.

8.17 * Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.

8.18 Describe how marketing and advertising can influence financial decision-making such as spending and saving decisions.

Geography

8.19 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).

8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.

8.21 Explain how technological developments (such as the cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g sustainability, economics ecosystems).

Historical Knowledge (Focus: US History) [1776 to Reconstruction]

8.22 * Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives

8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.

8.24 * Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by indigenous peoples in response to the invasion of their lands.

8.25 * Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events

8.26 Analyze the figures, groups, events, and philosophies that led to the United States' colonial independence from British Rule.

8.27 * Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups⁶, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.

8.28 * Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.

8.29 * Identify and analyze the forms of resistance utilized by enslaved people, including self emancipation, sabotage, and rebellion.

Historical Thinking

8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

8.32 * Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.

Social Science Analysis

8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history

8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.