

**EIGHTH GRADE  
Social Science  
PRIORITY STANDARDS**

**Civics and Government**

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| 8.1 | Compare and contrast the Articles of Confederation to the U.S. Constitution.   |
| 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  |
| 8.9 | 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 (i.e. civil rights, LGBTQ+ rights, worker’s rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. |

**Economics**

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| 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. |
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**Financial Literacy**

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

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| 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).  |
| 8.21 | 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 5]**

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| 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.                             |
| 8.25 | 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.                  |
| 8.28 | 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. |

**Historical Thinking**

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| 8.31 | Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives. |
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**Social Science Analysis**

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