

**EIGHTH GRADE
Social Science
PRIORITY STANDARDS**

Civics and Government

Political Institutions (C.PI)

P1.2	Explain the influence of the Enlightenment and Native American political ideas and documents on the American Revolution and the framework of the American government.
P1.4	Examine and analyze significant primary source documents establishing, limiting, or denying civil rights in the United States and Oregon.
PI.7	Explain the process of elections in the legislative and executive branches, and the process of nomination/confirmation of individuals in the judicial and executive branches.
PI.8	Examine the interconnection of governing power and responsibility in the system of checks and balances.

Identity, Roles, and Responsibilities (C.IR)

IR.9	Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.
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Democratic Principles (C.DP)

DP.10	Analyze important political and ethical values for individual rights and their lasting effect on the status, rights, and liberties of historically underrepresented individuals and groups embodied in documents such as the Declaration of Independence, the United States and Oregon Constitutions, and the Bill of Rights.
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Civic Engagement (C.CE)

CE.13	Identify the methods of individuals and movements responsible for the expansion of justice, equality, equity, rights, and responsibilities of citizenship from historically underrepresented groups at the local and national levels.
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Geography (8.G)

Geographic Reasoning (G.GR)

GR.2	Interpret maps to identify the changes in political geography, population, and economic development of the United States.
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Migration and Movement (G.MM)

MM.3	Identify and describe the causes and effects of migration, settlement, and cultural diffusion, in the expansion of the United States after the American Revolution until the end of the Civil War.
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Human Environmental Interaction (G.HE)

HI.7	Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.
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Economics (8.E)

Earning, Saving, and Spending (E.ES)

ES.2	Discuss how unexpected life situations can affect financial well-being and savings plans.
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Micro and Macro Economics (E.MI)

MI.6	Explain the role of forced and exploitative labor systems in the economic development of the United States.
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Specialization, Trade, and Interdependence (E.ST)

ST.9	Explain how regional specialization created economic interdependence among the regions of the United States between 1783-1865.
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History (8.H)

Continuity and Change (H.CH)

CH.1	Identify the significant political developments surrounding the territorial expansion of the United States in the early republic (1776-1865).
CH.2	Utilize the grade 8 Tribal History Shared History resources and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by Indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler colonialism.

Cause and Effect (H.CE)

CE.5	Explain the effects of discoveries and technologies in the 18th and 19th centuries on the political and cultural development of the United States, including the expansion of slavery and the taking of Indigenous lands.
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CE.6	Analyze how economic, religious, social, ideological, and political developments led to sectional and national tensions, inspiring reform movements and political and social divisions between 1800-1860.
CE.7	Evaluate the growing political tensions between 1820-1861 over the institution of slavery within the United States, leading to the Civil War.
Communities and Pluralism (H.CP)	
CP.9	Use primary and secondary sources to evaluate how intersecting identities including, gender identity, sexual orientation, age, race, ethnicity, religion, physical and mental ability, and class affect the living histories and experiences of peoples, groups, and events.