

# 2021 to 2024 Social Science Standards 6-8 Crosswalk

The sixth and seventh-grade standards span from the Paleolithic era to modern history across multiple continents, cultures, and civilizations.

- **Flexible Timeframes:** Early history covers the Paleolithic era to 900 CE, while the later period begins at 600 CE, allowing for overlapping study of cultures and empires with varying durations.
- **Multiple Approaches:** Content can be approached through chronological, hemispheric, or thematic lenses based on teacher and curriculum designer preferences.
- **Modern Connections:** Students should understand connections between historical content and contemporary issues (technology innovation, religion in politics, human rights development).
- **Culturally Relevant Practice:** Beginning or ending units with current events examples helps students see the relevance of historical study.

## 2021 Grade 6 to 2024 Grade 6/7

2021 Standards Grade 6	2024 Standards Grade 6/7	Notes/Update
6.1 Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations.	6/7.C.PI.1 Compare and contrast early forms of governance in early civilizations and empires from the Paleolithic to 900 CE.	More specific about the time period (Paleolithic to 900 CE) and focuses on civilizations and empires rather than just "western and non-western civilizations."
6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere	Essential Disciplinary Practice VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	The inclusion of current events and issues is essential to social science instruction.
6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	6/7.C.PI.4 Analyze the origins, purpose, and influence of diverse religions, philosophies, and legal systems on the development of modern governments and the concepts of individual, civil, and human rights, equality, equity, and justice over time and on multiple continents.	Broader, including religions and philosophies alongside legal systems. It also explicitly mentions concepts like individual rights, equality, and justice.
6.4 Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.	6/7.C.DP.9 Research and assess the effectiveness of individual and collective attempts towards the repair of civic society with recognition, reconciliation, and restorative justice in response to genocide and other historical injustices.	Focusing on attempts to repair civic society in response to historical injustices. It introduces concepts like recognition, reconciliation, and restorative justice.
6.5 Investigate current issues and how they relate to other countries.	Essential Disciplinary Practices VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	The inclusion of current events and issues is essential to social science instruction.

6.6 Analyze the roles of competition, supply, and demand in determining prices and wages.	6/7.E.MI.4 Explain how supply and demand affect wages and prices of resources.	Specifies "resources" rather than just prices and wages in general.
6.7 Explain the function of imports, exports, and trade in the economy.	6/7.EF.10.ST Compare specialization and trade in two or more civilizations or empires.	Focuses more on historical comparison of trade and specialization as an embedded economics concept explaining the modern function of trade.
6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals in early major western and non-western civilizations.	6/7.E.IC.9 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for traditionally underrepresented groups and individuals in early major Western and non-Western civilizations.	Very similar, with the 2024 version using "traditionally underrepresented groups" instead of "historically marginalized groups."
6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards, and online and mobile payments.	Moved to Financial Literacy Standards for High School	Many of the financial literacy standards are now in the new personal finance standards as required for a separate high school course.
6.10 Discuss the advantages and disadvantages of borrowing money to buy something.		
6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss.		
6.12 Define and explain the following: spending, savings, credit, and debt.		
6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.		

	goods, and ideas among civilizations and empires.	and empires. It also explicitly mentions spatial thinking.
6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.	6/7.G.HI.4 Identify and describe how the physical geography and human characteristics of places influence cultural attributes such as politics, law, religion, diet, architecture, and the construction of race, ethnicity, and gender.	Specifying cultural attributes influenced by geography. It also includes the construction of race, ethnicity, and gender. The 2024 standard is not limited to the Western Hemisphere.
6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population).	6/7.G.MM.3 Explain how technological developments in transportation and communication affected interactions between human settlements, including the diffusion of ideas and cultural practices.  6/7.H.CC.5 Use primary and secondary sources to identify and analyze the interactions and exchanges of cultures and civilizations after 600 CE	Focus moves to how technological developments shaped cultural exchange. The History standard also focuses on interaction and exchange with requirement to use primary and secondary sources.
6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability	6/7.G.HE.6 Identify how physical environments influence and effect changes in population, technical advancements, culture, and approaches to resource use, stewardship, and sustainability from the Paleolithic to 900 CE.	More specific about the time period (Paleolithic to 900 CE) and focuses on how physical environments influence various factors, including sustainability. It also introduces the concept of stewardship.
	6/7.H.CH.2 Explain the characteristics historians and social scientists have used to define complex societies or "civilizations."	
6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples,	6/7.H.CC.6 Identify examples of historical and contemporary indigenous resilience and	Shifts focus from the impact of colonial systems on indigenous

such as termination, sovereignty, and treaties.	resistance to colonial exploration and settlement	peoples to examples of indigenous resistance and resilience to colonialism.
6.20 Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.		
6.19 Examine the historic and current contributions and relevance of indigenous cultures.	6/7.H.CP.13 Use primary and secondary sources to identify archaeological evidence of the characteristics of Indigenous civilizations of the Americas and Caribbean basin from the Paleolithic to 1500.	More specific, focusing on archaeological evidence and characteristics of indigenous civilizations up to 1500 to allow for a pre-Columbian understanding.
6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations.		
6.21 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere.	6/7.H.CP.12 Identify the motivations and methods governments and other institutions use to create, reinforce, or address injustice and divisions in society.	Similar but more concise.
6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).	6/7.H.CH.1 Construct and interpret a timeline using words and abbreviations for identifying key periods in the development of human societies.	Focuses more on constructing and interpreting timelines rather than comparing different ways of marking time.

6.23 Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.	6/7.H.CP.8 Compare the origins and development of early world religions from the Neolithic to 1500 CE.	More specific, focusing on the development of world religions.
6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.	Essential Disciplinary Practice III: Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	The 2024 Essential Disciplinary Practice covers similar skills but is more concise, emphasizing creating historical narratives.
6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.	Essential Disciplinary Practice IX: Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.	The Essential Disciplinary Practice is broader, emphasizing digital literacy and responsible digital citizenship
6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.	6/7.H.CC.5 Use primary and secondary sources to identify and analyze the interactions and exchanges of cultures and civilizations after 600 CE	
6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes	Essential Disciplinary Practice X: Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	Essential Disciplinary Practice is more concise but covers similar ideas about taking action.
6.28 Construct arguments using claims and evidence from multiple sources while	Essential Disciplinary Practice VI: Construct well-reasoned and logically coherent	The 2024 Essential Disciplinary Practice is more general, focusing on constructing

acknowledging the strengths and limitations of these arguments.	explanations, arguments, and solutions related to complex societal issues.	explanations and solutions for complex issues.
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## Grades 6/7 Key Revision

1. **Expanded Historical Scope and Perspective:** The 2024 standards cover a broader timeframe, from the Paleolithic era to the 20th century, allowing for a more comprehensive examination of early forms of governance, cultural interactions, and the impacts of colonialism on traditionally underrepresented groups.
2. **Increased Focus on Underrepresented Identities and Experiences:** There is greater emphasis on analyzing how conquest, colonial systems, and institutional oppression have affected the histories, cultures, and lived experiences of ethnic, religious, and other traditionally underrepresented groups.
3. **Interdisciplinary Approach to Geographic Reasoning:** The geography standards prioritize using a variety of tools and technologies to understand how physical environments, demographic shifts, and cultural attributes interconnect to shape human identities and societies.
4. **Consolidated Economic Frameworks and Concepts:** The economics standards have been streamlined to concentrate on foundational topics like supply and demand, resource allocation, economic systems, and the role of producers and consumers, rather than specific personal finance skills.

### Important considerations:

- Teachers will need to adapt their curriculum to cover a broader historical and geographical scope, potentially integrating 6th and 7th grade content.
- The greater emphasis on using primary and secondary sources may require new teaching materials and strategies.
- The Essential Disciplinary Practices emphasize the importance of global awareness and understanding contemporary issues.

- Teachers should be prepared to address complex topics like colonialism, cultural conflict, and the experiences of underrepresented groups with sensitivity and nuance.
- The new standards require a more integrated approach to teaching history, geography, economics, and civics within the context of studying civilizations and empires.



## 2021 Grade 7 to 2024 Grade 6/7

2021 Grade 7	2024 Grade 6/7	Notes and Update
7.1 Describe the role of citizens in governments.	6/7.C.IR.6 Describe the rights and roles of citizens in civilizations and empires to 900 CE, with attention to the inclusion of historically underrepresented groups and individuals.	More specific about the time period (to 900 CE) and explicitly mentions historically underrepresented groups.
7.2 Compare and contrast early forms of governance and the global economic systems, including the treatment of historically marginalized groups and individuals (i.e. indigenous peoples, ethnic and religious minorities) via the study of early civilizations of the Eastern Hemisphere.	6/7.C.PI.2 Compare and contrast early forms of governance in civilizations and empires after 600 CE, including the treatment of historically underrepresented groups and individuals.	The 6/7 standards encourage a chronological approach to world history with flexibility for a thematic or hemispheric framing.
7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.	Essential Disciplinary Practices VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	The inclusion of current events is essential to social science instruction.
7.4 Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.	6/7.C.PI.4 Analyze the origins, purpose, and influence of diverse religions, philosophies, and legal systems on the development of modern governments and the concepts of individual, civil, and human rights, equality, equity, and justice over time and on multiple continents.	More comprehensive, explicitly mentioning legal systems and specifying "over time and on multiple continents."
7.5 Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice,	6/7.C.DP.9 Research and assess the effectiveness of individual and collective attempts towards the repair of civic society	More specific, focusing on attempts to repair civic society in response to historical injustices. It

equality, and equity for individuals and/or groups of previously historically underrepresented groups	with recognition, reconciliation, and restorative justice in response to genocide and other historical injustices.	introduces concepts like recognition, reconciliation, and restorative justice.
7.6 Explain the function of profit in the economy.  7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.	6/7.E.MI.4 Explain how supply and demand affect wages and prices of resources.	Focusing on supply and demand's effect on wages and prices.
7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society.	6/7.E.IC.9 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for traditionally underrepresented groups and individuals in early major Western and non-Western civilizations.	Focusing on traditionally underrepresented groups and early civilizations..
7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).	See Financial Literacy Standards.	Many of the financial literacy standards are now in the new personal finance standards as required for a separate high school course.
7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).		
7.12 Define and explain the following: employment, income, and investing.		

<p>7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions.</p>	<p>6/7.G.GR.1 Construct and use maps and other representations, technologies, and spatial thinking to compare how physical geography, human, and environmental characteristics of a region influenced the movement of people, goods, and ideas among civilizations and empires.</p>	<p>The purpose of geographic tools (comparing influences on movement) and includes a broader range of civilizations and empires. It also explicitly mentions spatial thinking.</p>
<p>7.14 Interpret maps and other geographic tools to find patterns in human and physical systems.</p>	<p>6/7.G.GR.2 Using physical and political maps, identify and distinguish countries, capitals, other cities, and important bodies of water to describe, place, region, and the absolute location and relative location of cultures and civilizations.</p>	<p>More specific about the places and types of features to identify on maps, introduces the concepts of absolute and relative location.</p>
<p>7.15 Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership impacts historically underrepresented identities, cultures, and communities in the Eastern Hemisphere.</p>	<p>6/7.G.HE.7 Identify and describe examples of how conquest and colonialism affected traditionally underrepresented identities, cultures, and communities.</p>	<p>Focuses more broadly on the effects of conquest and colonialism rather than specifically on land and resource relationships.</p>
<p>7.16 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices.</p>	<p>6/7.G.MM.3 Explain how technological developments in transportation and communication affected interactions between human settlements, including the diffusion of ideas and cultural practices.</p>	<p>Similar with clarification on technological developments and the inclusion of diffusion of ideas and cultural practices.</p>
<p>7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions.</p>	<p>6/7.G.HE.6 Identify how physical environments influence and effect changes in population, technical advancements, culture, and approaches to resource use, stewardship, and sustainability from the Paleolithic to 900 CE.</p>	<p>More specific about the time period (Paleolithic to 900 CE) and focuses on how physical environments influence various factors, including sustainability. It</p>
<p>7.18 Explain how technological developments, societal decisions, and</p>		

personal practices influence sustainability in the Eastern Hemisphere.		also introduces the concept of stewardship.
7.19 Determine and explain the interdependence of people around the world during significant eras or events.	6/7.G.HI.5 Identify and explain the consequences of cultural conflict, interaction, exchange, and/or fusion.	Broader, focusing on cultural interactions rather than specifically on interdependence.
7.20 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and, family and community systems) across indigenous civilizations, ethnic and religious groups, and other historically underrepresented groups throughout the Eastern Hemisphere.	6/7.H.CH.2 Explain the characteristics historians and social scientists have used to define complex societies or "civilizations."	More general, focusing on defining civilizations rather than specifically examining diverse groups within them.
7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).	6/7.H.CP.10 Compare and contrast the central tenets and cultural practices of Hinduism, Judaism, Buddhism, Taoism, Christianity, and Islam.	More specific, naming particular religions to compare. It focuses on tenets and practices rather than the spread and influence of religions. See 6/7.G.MM.3 for exchange of religious ideas.
7.22 Compare the political, technological, and cultural achievements of individuals and groups; and the transformation of cultures and civilizations.	6/7.H.CC.4 Use primary and secondary sources to identify and analyze the interactions and exchanges of cultures and civilizations from the Neolithic to 900 CE.	The 2024 standard is broader, focusing on interactions and exchanges between cultures rather than specific achievements. It specifies a time period (Neolithic to 900 CE).
7.23 Examine the importance of trade routes and trace the rise of cultural centers.	6/7.G.HI.5 Identify and explain the consequences of cultural conflict, interaction, exchange, and/or fusion.	Focusing on cultural conflict and interactions rather than specifically on trade routes and cultural centers.
7.24 Compare alternative ways that historical periods and eras are designated	6/7.H.CH.1 Construct and interpret a timeline using words and abbreviations for identifying	Constructing and interpreting timelines rather than comparing

and time is marked in the Eastern Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).	key periods in the development of human societies.	different ways of marking time. It doesn't explicitly mention the Eastern Hemisphere or list specific time-marking systems.
7.25 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Eastern Hemisphere.	6/7.H.CP.12 Identify the motivations and methods governments, and other institutions use to create, reinforce, or address injustice and divisions in society.	More concise. The focus is broadened to include methods to address injustice, not just create or reinforce it.
7.26 Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Eastern Hemisphere.	6/7.H.CC.5 Use primary and secondary sources to identify and analyze the interactions and exchanges of cultures and civilizations after 600 CE.	Focusing on interactions and exchanges between cultures with requirement to use primary and secondary sources supporting Essential Disciplinary Practices III
7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.	Essential Disciplinary Practice III: Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	Addresses similar skills but is more concise. It emphasizes creating historical narratives, which wasn't explicitly mentioned in the 2021 standard.
7.28 Draw on multiple disciplinary lenses to 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.	Essential Disciplinary Practice VI: Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	Focusing on constructing explanations and solutions for complex issues.

7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	Essential Disciplinary Practice X: Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	The 2024 Essential Disciplinary Practice is more concise but covers similar ideas about taking action. It doesn't explicitly mention assessing capacities or considering possible outcomes.
7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments	Essential Disciplinary Practice VI: Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	The 2024 Essential Disciplinary Practice covers similar skills but is more concise. It doesn't explicitly mention using multiple sources or acknowledging limitations of arguments.

### Grades 6/7 Key Revisions

1. **Expanded Historical Scope and Perspective:** The 2024 standards cover a broader timeframe, from the Paleolithic era to the 20th century, allowing for a more comprehensive examination of early forms of governance, cultural interactions, and the impacts of colonialism on traditionally underrepresented groups.
2. **Increased Focus on Underrepresented Identities and Experiences:** There is greater emphasis on analyzing how conquest, colonial systems, and institutional oppression have affected the histories, cultures, and lived experiences of ethnic, religious, and other traditionally underrepresented groups.
3. **Interdisciplinary Approach to Geographic Reasoning:** The geography standards prioritize using a variety of tools and technologies to understand how physical environments, demographic shifts, and cultural attributes interconnect to shape human identities and societies.
4. **Consolidated Economic Frameworks and Concepts:** The economics standards have been streamlined to concentrate on foundational topics like supply and demand, resource allocation, economic systems, and the role of producers and consumers, rather than specific personal finance skills.

### Important considerations:

- Teachers will need to adapt their curriculum to cover a broader historical and geographical scope, potentially integrating 6th and 7th grade content.
- The greater emphasis on using primary and secondary sources may require new teaching materials and strategies.
- The Essential Disciplinary Practices emphasize the importance of global awareness and understanding contemporary issues.
- Teachers should be prepared to address complex topics like colonialism, cultural conflict, and the experiences of underrepresented groups with sensitivity and nuance.
- The new standards require a more integrated approach to teaching history, geography, economics, and civics within the context of studying civilizations and empires.

## 2021 Grade 8 to 2024 Grade 8

2021 Grade 8	2024 Grade 8	Notes/Update
8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.	8.C.PI.3 Identify the reasons for the failure of the Articles of Confederation and the adoption of the U.S. Constitution.	Focuses more on the reasons for the change from the Articles to the Constitution rather than a direct comparison of the two documents.
8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	8.C.IR.9 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	Unchanged
8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.	8.G.HI.7 Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.	
	8.C.PI.1 Explain the significance of the influence of the democratic political concepts of ancient Greece and Rome on the structure and ideas of the Founders and the Constitution.	Focus on influence of ancient civilizations on the U.S. government structure.
8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.	8.C.CE.12 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.C.PI.4 Examine and analyze significant primary source documents establishing, limiting, or denying civil rights in the United States and Oregon.	The 2024 standard is similar includes documents that limit or deny civil rights. See example list.
8.6 Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and	8.C.PI.5 Evaluate how the persistence of racism, sexism, and other forms of prejudice, affected laws, treaties, and Supreme Court decisions	Specifies a time period (1787 to 1865) and explicitly mentions racism and sexism. It also



their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.	from 1787 to 1865 on sovereignty, status, rights, and liberties of historically underrepresented individuals and groups.	includes treaties, which weren't mentioned in the 2021 standard. See example column.
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.C.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.	Similar but more concise, explicitly mentions justice, equality, and equity.
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.C.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.	More specific about the impact on historically underrepresented groups. It also includes the 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.	8.C.CE.14 Evaluate the historical and contemporary means of attempting to create more inclusive societies, including the importance of advocacy and activism related to the expansion of justice, equality, and equity for historically underrepresented individuals and groups.	More concise.
8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy.	8.C.IR.9 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	Focuses more on understanding and applying rights and responsibilities rather than explaining specific roles.

8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	8.C.PI.6 Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	Unchanged
8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.	8.E.MI.5 Explore varying viewpoints on the role and purpose of taxation and government spending historical and contemporary debate.	Focuses specifically on taxation and government spending, rather than the broader economic concepts mentioned in the 2021 standard.
8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy.	8.E.ST.9 Explain how regional specialization created economic interdependence among the regions of the United States between 1783-1865.	Focuses on regional specialization and interdependence rather than imports, exports, innovation, and entrepreneurship. It also specifies a time period (1783-1865).
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.	8.E.MI.6 Explain the role of forced and exploitative labor systems in the economic development of the United States.	The 2024 standard is similar but more concise. See example column.

<p>8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)</p> <p>8.18 Describe how marketing and advertising can influence financial decision-making such as spending and saving decisions.</p>	<p>See new H.S Personal Finance Standards</p>	
<p>8.16 Explain how compound interest can generate both wealth and debt.</p>	<p>8.E.ES.3 Explain how compound interest can generate both wealth and debt.</p>	<p>Unchanged</p>
<p>8.17 Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.</p>	<p>8.E.ES.4 Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.</p>	<p>Unchanged</p>
<p>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).</p>	<p>8.G.GR.1 Construct and use maps and other representations, technologies, and spatial thinking to understand changes in the demographic composition of North America.</p>	<p>Emphasizes constructing maps as well as interpreting them. It focuses specifically on demographic changes in North America.</p>
<p>8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.</p>	<p>8.G.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.</p>	<p>Specifies a time period (post-American Revolution to end of Civil War) and focuses specifically on the United States.</p>
<p>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</p>	<p>8.G.MM.4 Investigate the effects of migration on immigrants and the culture where they settle.</p>	<p>Shift from how technology interacts with physical environment. Geography Domain "Human Environmental</p>

United States (e.g. sustainability, economics ecosystems).	8.E.MI.7 Identify the positive and negative effects of technology on labor.	Interaction” throughout K-12 Standards.
8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.	8.G.HI.7 Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.	Focusing on the effects of colonialism on Indigenous communities rather than just governmental interactions.
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.	Essential Disciplinary Practice V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present	
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.H.CH.1 Identify the significant political developments surrounding the territorial expansion of the United States in the early republic (1776-1865).	The 2024 standard is more specific, focusing on political developments and territorial expansion in a specific time period. It doesn't explicitly mention class, gender, religious, or racial conflicts.
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.H.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.	Similar but emphasizes the use of specific resources (Tribal History Shared History) and explicitly mentions resilience and resistance in response to settler-colonialism.
8.25 Evaluate the impact of the intersectionality of what constitutes identity including, including but not	8.H.CP.9 Use primary and secondary sources to evaluate how intersecting identities including, gender identity, sexual orientation, age, race,	Emphasizes the use of primary and secondary sources. It also

limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.	ethnicity, religion, physical and mental ability, and class affect the living histories and experiences of peoples, groups, and events.	explicitly mentions sexual orientation and gender identity.
8.26 Analyze the figures, groups, events, and philosophies that led to the United States' colonial independence from British Rule.	8.C.PI.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.	Focuses more on the influences on the American Revolution and government framework, rather than analyzing the figures and events leading to independence. It explicitly mentions Native American political ideas.
8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.	8.H.CP.10 Identify and explain the contributions and experiences of individuals from traditionally underrepresented identities in Oregon and the United States.	Narrows the geographic focus, emphasizes individual experiences alongside contributions, and slightly shifts the terminology.

### Grade 8 Key Revisions

1. **Deeper Exploration of Democratic Foundations:** Greater emphasis on examining the influence of ancient Greek and Roman political concepts, Enlightenment ideas, and Native American political frameworks on the development of the U.S. government and Constitution.
2. **Nuanced Analysis of Civil Rights and Equality:** Increased focus on evaluating how racism, sexism, and other forms of prejudice affected laws, treaties, and Supreme Court decisions and their lasting impact on historically underrepresented individuals and groups.

3. **Expanded Understanding of Civic Engagement:** Shift from broad examination of citizen roles and responsibilities to more specific exploration of the election process, the system of checks and balances, and methods used by individuals and movements to expand rights and liberties.
4. **Prioritizing Indigenous Perspectives and Experiences:** Greater incorporation of tribal histories, the government-to-government relationship between Oregon and tribal nations, and the effects of conquest and colonialism on Indigenous identities, cultures, and communities.
5. **Targeted Examination of Key Events and Tensions:** Movement from broad coverage of continuity and change in U.S. history to more in-depth analysis of specific political, economic, and social tensions, such as those leading to the Civil War.

Important considerations:

- Teachers may need to adapt their curriculum to address the more specific time frames and topics in the 2024 standards.
- There's a greater need for primary source materials and resources on underrepresented groups.
- The explicit mention of discrimination and prejudice may require sensitive handling in the classroom.
- Teachers should familiarize themselves with the Tribal History Shared History resources.