2018 8TH GRADE SOCIAL SCIENCES CROSSWALK

# Civics and Government

## Points of Emphasis

The 2018 Civics standards focus on the democratic ideas, the founding documents, expansion of civil rights and the ongoing struggles of historically marginalized groups. Students are required to explore the roles and responsibilities of citizenship and compare alternative forms of governance. Students' civic engagement with contemporary issues allows for analysis of the effectiveness of various means of changing societies for the promotion of the common good.

## Possible Essential Questions

How has the government of the US evolved?

Does a citizen in a democracy have obligations?

How is (military, economic, social) power used to limit the power of historically marginalized groups?

Why does the US have only two electorally significant political parties?

Which laws (local, state, national) have the most impact on my life?

How has the Supreme Court limited or expanded individual rights?

Which groups have gained the most through the decisions of the Supreme Court?

How has the US struggled to fulfil the ideals of the Declaration of Independence?

Why is (social, economic, political) equality difficult to achieve in the United States?

Should national service be mandatory?

How does Democracy compare to other forms of government?

## Civics and Government Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution. | 8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution. |
| 8.14. Explain rights and responsibilities of citizens. | 8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. |
| 8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples. | 8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. |
| 8.17. Examine the development activities of political parties and interest groups and their effect on events, issues, and ideas. | 8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas. |
| 8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments. | 8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments and Oregon Constitution. |
| 8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights. | 8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) |
| 8.20. Analyze the changing definition of citizenship and the expansion of rights. | 8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups. |
| 8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. | 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. |
| New | 8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good. |
| New | 8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). |
| New | 8.11 Compare and contrast the United States’ republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy. |

# Economics

## Points of Emphasis

The 8th grade 2018 Economics standards requires students to analyze various aspects of the U.S. market based system including global trade. Students must also explore the social externalities of market decisions with specific attention to historically marginalized groups.

## Possible Essential Questions

How does the free market work?

Can “anyone make it in America’?

What is the difference between being wealthy and being rich?

## Economics Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| New | 8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies. |
| New | 8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy |
| New | 8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society. |

# Multicultural Studies

## Points of Emphasis

In the 2018 standards Multicultural Studies is a distinct domain to ensure that students explore, analyze, and explain the social science of various individuals and groups, particularly members of society traditionally underrepresented and marginalized. The purpose of this section is to provide teachers with a guide identifying how the new standards from each traditional Social Science domain should be utilized to address the Multicultural Studies domain. The goal of this domain is to encourage all students to understand how social sciences help explain their world and to explore methods and tools to make positive change in their society.

## Possible Essential Questions

How has the government of the US evolved?

Does a citizen in a democracy have obligations?

How is (military, economic, social) power used to limit the power of historically marginalized groups?

Why does the US have only two electorally significant political parties?

Which laws (local, state, national) have the most impact on my life?

How has the Supreme Court limited or expanded individual rights?

Which groups have gained the most through the decisions of the Supreme Court?

How has the US struggled to fulfil the ideals of the Declaration of Independence?

Why is (social, economic, political) equality difficult to achieve in the United States?

Should national service be mandatory?

How does Democracy compare to other forms of government?

How does the free market work?

Can “anyone make it in America’?

What is the difference between being wealthy and being rich?

What is the difference between my credit union, a bank, and the “Fed”?

Why do people care about the Prime Rate?

When should I start saving for the future?

Is it okay to just pay-off the minimum on a credit card?

How have financial institutions limited historically marginalized groups?

What are the consequences of holiday shopping deals?"

What were the consequences on the land and people as the US expanded?

How do people connect across long distances?

What new technologies are needed in new environments?

How has technology reshaped land and culture?

How did those with limited power attempt to change US society?

Why do people migrate?

When different peoples encounter each other, Is warfare inevitable? Can there be peaceful co-existence?

How do groups justify a revolution?

What are the consequences of the “Melting Pot” ideal?

What do we mean by “American”?

Is American a nationality, a culture, a collection of ideas?

How have individuals and groups from historically marginalized groups contributed to American culture?

Why did Native American/Alaskan Natives make treaties with the US?

Why was it impossible for the US to “endure half slave and half free”?

How did a change in sovereignty or in government affect individuals and groups conquered by the US?

## Multicultural Studies Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| N/A (Previously Embedded in 2011 Standards | 8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments and Oregon Constitution. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) (Civics) |
| N/A (Previously Embedded in 2011 Standards | 8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and other traditionally marginalized groups. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 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. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society. (Economics) |
| N/A (Previously Embedded in 2011 Standards | 8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. (Geography) |
| N/A (Previously Embedded in 2011 Standards | 8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts. (History) |
| N/A (Previously Embedded in 2011 Standards | 8.25 Evaluate the influence of the intersections of identity, including but not limited to, gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events. |
| N/A (Previously Embedded in 2011 Standards | 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world. (History) |
| N/A (Previously Embedded in 2011 Standards | 8.28 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes). (History) 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States. (History) |

# Financial Literacy

## Points of Emphasis

The 2018 standards require students to examine and understand how financial institutions and instruments function. An awareness of marketing techniques and consumer choices is designed to prepare students to make sound financial decisions.

## Possible Essential Questions

What is the difference between my credit union, a bank, and the “Fed”?

Why do people care about the Prime Rate?

When should I start saving for the future?

Is it okay to just pay-off the minimum on a credit card?

How have financial institutions limited historically marginalized groups?

What are the consequences of holiday shopping deals?

## Financial Literacy Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| New | 8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services) |
| New | 8.16 Explain how compound interest can be both a positive and a negative (compounding interest on investments and compounding interest on credit cards). |
| New | 8.17 Define and explain “fair lending practices” and “financial decision-making.” |
| New | 8.18 Describe how marketing and advertising can influence spending and saving decisions. |

# Geography

## Points of Emphasis

The 2018 Geography standards continue from the previous standards. Students are also asked to utilize the tools and ideas of geography to identify and explain the settlement and interactions of the peoples of the United States.

## Possible Essential Questions

What were the consequences on the land and people as the US expanded?

How do people connect across long distances?

What new technologies are needed in new environments?

How has technology reshaped land and culture?

## Geography Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 8.10. Interpret maps to identify growth and development of the United States. | 8.19 Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade). |
| 8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement. | 8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. |
| 8.12. Investigate how differing geographic perspectives apply to issues in U.S. History. | 8.21 Explain how historical technological developments (such as 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). |

## Points of Emphasis

The 2018 8th grade US History standards intentionally investigate the history and contributions of diverse ethnic, cultural, religious, and other traditionally marginalized groups. Students examine and evaluate how identity has influenced individual and groups' experience of those living in what is now the United States. Students identify how distribution of power and authority shape the historical and contemporary issues.

# History

## Possible Essential Questions

How did those with limited power attempt to change US society?

Why do people migrate?

When different peoples encounter each other, is warfare inevitable? Can there be peaceful co-existence?

How do groups justify a revolution?

What are the consequences of the “Melting Pot” ideal?

What do we mean by “American”?

Is American a nationality, a culture, a collection of ideas?

How have individuals and groups from historically marginalized groups contributed to American culture?

Why did Native American/Alaskan Natives make treaties with the US?

Why was it impossible for the US to “endure half slave and half free”?

How did a change in sovereignty or in government affect individuals and groups conquered by the US?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
|  | 8.1. Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations. | 8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives. |
| 8.2. Evaluate continuity and change over the course of United States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War. | 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. |
| 8.3. Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction. | 8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts. |
| 8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time | 8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events. |
| 8.5. Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States) the American Revolution. | 8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule. |
| New | 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups(including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world. |
| New | 8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes). |

# History

## Points of Emphasis

The 2018 standards require students to synthesize information for a variety of perspectives and sources. Students analyze the complexity of identity and interaction of multiple groups in the United States.

## Possible Essential Questions

What are the most important documents for understanding US History?

What cultural content is needed to understand historical documents?

What are the various interpretations of the Declaration of Independence from traditionally marginalized groups?

Have other documents/statements of liberation been inspired by the Declaration of Independence?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
|  | 8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives. | 8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives. |
| 8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources. | 8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives. |
| 8.8. Evaluate information from a variety of sources and perspectives. | 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States. |

# Social Science Analysis

## Points of Emphasis

The 2018 standards require students to demonstrate an ability to utilize reasoning and historical thinking to analyze and critique information from a variety of points of view and historical time periods, examining and critiquing traditional historical narratives. Students analyze problems or issues from a local to global level while exploring possibilities and effects of informed action.

## Possible Essential Questions

How many points of view do we need to understand an event?

Can we solve social problems?

How do we identify and include different stakeholders when looking at address an issue?

How do we decide when to pay attention to an issue?

Do you need the ability to vote to make a difference in a democracy?

## Social Sciences Analysis Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 8.24. Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance. | 8.32 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. |
| 8.26. Examine a controversial event, issue, or problem from more than one perspective.8.28. Investigate a response or solution to an issue or problem and support or oppose, using research. | 8.33 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. |
| New | 8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action. |
| 8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem. | 8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. |