

Grade 8

Note: The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History. (Updated 12/04/14)

| Grade 8 History | | OSEU Connections | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | | | | | | | | |
| 8.H.1.1 | Describe major military battles in the American Revolution | | | | | X | | |
| 8.H.1.2 | Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War | X | | | | X | | |
| 8.H.1.3 | Understand the changing character of American political life after 1800 | | | | | | X | |
| 8.H.1.4 | Explain how and why the land west of the Mississippi was acquired and settled | | X | | | X | X | |
| 8.H.1.5 | Describe major military battles and campaigns of the Civil War | | | | | X | X | |
| 8.H.1.6 | Describe the changing federal policy toward Native Americans after the Civil War | | | X | | | X | |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | | | | | | | | |
| 8.H.2.1 | Construct an argument that acknowledges the strengths and weaknesses of Patriot and Loyalist sides | | | | | X | | |
| 8.H.2.2 | Analyze how westward expansion was motivated by economic gain and Manifest Destiny | | X | | | X | X | |
| 8.H.2.3 | Analyze the major sources of conflict that led to the Civil War | | | | | | X | |
| 8.H.2.4 | Associate key individuals with their roles in the Civil War | N/A | | | | | | |
| 8.H.2.5 | Investigate ways the Civil War changed the United States government | | | | | X | X | |
| K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives. | | | | | | | | |
| 8.H.3.1 | Compare the political and social differences between 13 separate colonies and one independent nation | | | | X | | | |
| 8.H.3.2 | Evaluate competing ideas about the purposes government should serve | X | | | | | X | |
| 8.H.3.3 | Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process | | | | X | | | |
| 8.H.3.4 | Investigate how the abolition of slavery affected the life of African-Americans in United States' society | | | | X | | | |
| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. | | | | | | | | |

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| 8.H.4.1 | Analyze the sources of conflict which led to the American Revolution | | | | | X | | |
| 8.H.4.2 | Explain how the Declaration of Independence influenced the colonies | | | | | | X | |
| 8.H.4.3 | Identify economic support for the Patriots during the American Revolution | | | | | X | X | |
| 8.H.4.4 | Critique the United States government under the Articles of Confederation | | | | X | | | |
| 8.H.4.5 | Summarize the basic structure of government adopted through compromises at the Constitutional Convention | | | | X | | | |
| 8.H.4.6 | Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events | | | | | | X | |
| 8.H.4.7 | Describe ways in which migration led to conflicts between Anglo-European and Native American culture | | X | | | X | X | |
| 8.H.4.8 | Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S. | | | | | | X | |
| 8.H.4.9 | Assess the impact of significant inventors, technology and industrialization on mid-1800s America | X | | | | | X | |
| 8.H.4.10 | Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare | | | | | | X | |
| 8.H.4.11 | Draw conclusions about the political, economic and social effects of Reconstruction in the United States | | | | | X | X | |
| K-12.H.5 Students will develop historical research skills. | | | | | | | | |
| 8.H.5.1 | Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government | N/A | | | | | | |
| 8.H.5.2 | Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant | | | | | X | | |
| 8.H.5.3 | Critique significant political primary sources and their impact on events of this time period | | | | | X | | |

| Grade 8 Civics/Government | | OSEU Connections | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | | | | | | | | |
| 8.C.1.1 | Explain how European ideals of government influenced the development of the US government | | | | X | | | |
| 8.C.1.2 | Explain how government decisions impact people, places, and history | | | | | | X | X |
| 8.C.1.3 | Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security | | | | | | X | |

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| K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments. | | | | | | | | |
| | Refer to 8.H.2.2 and 8.H.2.3 , as these grade-level standards include government content related to this anchor standard. | N/A | | | | | | |
| K-12.C.3 Students will explain how the Constitution organizes the government of the United States. | | | | | | | | |
| 8.C.3.1 | Identify the three branches of government including the separation of powers and checks and balances in the Constitution | | | | | | | X |
| 8.C.3.2 | Describe the rationale behind the United States' ability to amend the Constitution | | | | | | X | |
| 8.C.3.3 | Explain why and how the Bill of Rights was added to the Constitution | | | | | | X | |
| K-12.C.4 - Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise. | | | | | | | | |
| 8.C.4.1 | Describe the election process and the Electoral College | | | | | | | X |
| 8.C.4.2 | Apply the rights and responsibilities of US citizens to students' lives | | | | | | X | X |
| 8.C.4.3 | Compare and contrast methods of civic involvement | | | | | | | X |
| K-12.C.5 - Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic. | | | | | | | | |
| 8.C.5.1 | Analyze ways that citizens can affect or influence the US society and government | | | | | | | X |
| 8.C.5.2 | Explain the roles and influences of individuals, groups, and the media on governments | | | | | | | X |
| K-12.C.6 - Students will describe the elements of how US foreign policy is made and understand the challenges and influences the United States | | | | | | | | |
| 8.C.6.1 | Identify the impact of foreign policy decisions throughout US history | | | | | | X | |

| Grade 8 Economics | | OSEU Connections | | | | | | |
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| K-12.E.3 Students will analyze the ways government can impact the market. | | | | | | | | |
| 8.E.3.1 | Describe the impact of technology and industrialization on mid-1800s America | X | | | | | X | |
| K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. | | | | | | | | |
| 8.E.4.1 | Describe the economic effects of Reconstruction in the United States | | | | | X | X | |
| 8.E.4.2 | Identify economic support for America during conflicts | | | | | | X | |

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| 8.E.4.3 | Describe how economic gain was the motivation for westward expansion | | X | | | X | X | |
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Oceti Sakowin Essential Understandings

OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.