

Oregon 8 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Oregon
Grade	8 (Middle)
Subject	Social Studies
Course category	Core
Standards family	Social Studies
Framework	Oregon Social Science Standards (2024)
Issuing agency	Oregon Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Factions the Framers Did Not Want

Unit 3: Parties, Movements and Who Is Included · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How did parties and interest groups evolve, and what did they change?
Standards	Or8 Parties And Interest Groups -> 8.C.CE.12 C.CE — Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas. • Federalist vs Anti-Federalists • The use of advertising and propaganda • Democratic-Republicans • Abolition and expansion of slavery • 19th -century immigration
Learning target	"I can explain how parties and interest groups evolved and what effect they had."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.

Success criteria (student-friendly)

- "I explain the first party division and what it was about."
- "I trace how the party system changed over time."
- "I explain the effect of an interest group on an issue."

Academic vocabulary

faction, party, platform, interest group, coalition

Materials and technology

- Teacher-selected primary sources
- Party platform excerpts
- Social studies notebooks
- Chart paper
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A traced evolution of the party system with one effect of a party or interest group on a named issue.

Family communication

Ask someone at home what a political party is for.

Day 41 — Federalists and Anti-Federalists

Week 9, Day 1 • Unit 3 • Standards: 8.C.CE.12

Focus	The first division.
Learning target	"I can explain how parties and interest groups evolved and what effect they had."
Vocabulary in use	faction, party, platform
Local date	_____

Learning sequence

It began over ratification -- how strong a central government should be -- and hardened into organised opposition. Read from both.

Check for understanding

Student explains the first party division.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Warnings Against Party

Week 9, Day 2 · Unit 3 · Standards: 8.C.CE.12

Focus	The irony.
Learning target	"I can explain how parties and interest groups evolved and what effect they had."
Vocabulary in use	faction, party, platform
Local date	_____

Learning sequence

The framers built no place for parties and warned against them; parties formed within a decade anyway. Ask why they were unavoidable.

Check for understanding

Student explains why parties formed despite warnings.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Realignment

Week 9, Day 3 · Unit 3 · Standards: 8.C.CE.12

Focus	The evolution.
Learning target	"I can explain how parties and interest groups evolved and what effect they had."
Vocabulary in use	faction, party, platform
Local date	_____

Learning sequence

Parties split, merged and re-formed around new issues, above all slavery in the territories. Track the sequence.

Check for understanding

Student traces a change in the party system.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Interest Groups

Week 9, Day 4 · Unit 3 · Standards: 8.C.CE.12

Focus	The other half of the standard.
Learning target	"I can explain how parties and interest groups evolved and what effect they had."
Vocabulary in use	faction, party, platform
Local date	_____

Learning sequence

Abolition societies, temperance organisations, trade associations -- organised interests pressing government without seeking office.

Check for understanding

Student explains what an interest group does.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Effect on Events

Week 9, Day 5 · Unit 3 · Standards: 8.C.CE.12

Focus	The standard's test.
Learning target	"I can explain how parties and interest groups evolved and what effect they had."
Vocabulary in use	faction, party, platform
Local date	_____

Learning sequence

Students take one issue and show how party or interest-group activity changed its outcome.

Check for understanding

Student explains the effect of a party or interest group on an issue.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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