

GRADE 8 SOCIAL STUDIES EXITING SKILLS

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 8 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Can define and distinguish primary and secondary sources.
- ✓ Can identify statements as facts, opinions, or mixed statements.
- ✓ Can define perspective and describe various perspectives concerning the same event.
- ✓ Can analyze different perspectives on an issue and select one to defend.

Focus Skill Area: Colonization to Independence

- ✓ Can define the push and pull factors that move people, products, and ideas.
- ✓ Can identify the three major reasons for European exploration of North America.
- ✓ Can distinguish the difference between the quest for gold/silver and newly discovered products.
- ✓ Can describe the difference of push and pull factors for religious reasons.(Includes utopia)
- ✓ Can explain why each of these three major reasons motivated Europeans to colonize North America.
- ✓ Can identify competing European countries who wanted control of North America.
- ✓ Can summarize how exploiting resources contributed to the competition and can describe how competition led to a series of wars.
- ✓ Can explain how competition led to conflicts among European countries including French and Indian War.
- ✓ Can distinguish race-based slavery from other types of slavery. (religious, gender, etc.)
- ✓ Can explain the role of slaves in the Southern agricultural colonies and their cash crops.
- ✓ Can summarize various legacies of African American cultures.
- ✓ Can explain the relationship between forced migration and race-based slavery.
- ✓ Can define and paraphrase the Enlightenment. (natural rights, reason, rights of citizens and popular government)
- ✓ Can summarize the social ideas, political ideas, and economic ideas of Enlightenment.
- ✓ Can connect the French and Indian War to British action to control the colonists.
- ✓ Can identify four key principles in the Declaration of Independence.
- ✓ Can summarize the connection of these four key principles of the Enlightenment to the Declaration of Independence.
- ✓ Can explain why the Declaration of Independence started the American Revolution.

Focus Skill Area: A New Nation

- ✓ Can define the Articles of Confederation
- ✓ Can explain issues of citizens' rights, a national church, and slavery issues faced by each state.
- ✓ Can explain major flaws in the confederation, including currency, banking and trade issues.
- ✓ Can explain the purpose of Northwest Ordinance of 1787 and the key issues it addressed.
- ✓ Can analyze the political, social and economic relationships of American citizens and the American Revolution.
- ✓ Can identify and explain the major weaknesses in the Articles of Confederation.
- ✓ Can identify and explain the major issues debated in writing the U.S. Constitution.
- ✓ Can summarize the viewpoints of the Federalists and Anti-Federalists.
- ✓ Can explain the debate over adopting the U.S. Constitution.
- ✓ Can explain what George Washington did to establish a strong federal government, and a peaceful transition of power.
- ✓ Can explain what John Adams did to establish a strong federal government.
- ✓ Can explain what Thomas Jefferson did to expand the U.S. territory.
- ✓ Can explain what James Madison did to repel a foreign invasion and created stability in U.S. banking.
- ✓ Can explain what James Monroe did to strengthen the U.S. in the Western Hemisphere.

Focus Skill Area: Expansion

- ✓ Can describe how the following treaties and purchases expanded the boundaries of the United States:
 - Adam-Onis Treaty
 - Webster-Ashburton Treaty
 - Oregon Treaty
 - Treaty of Guadalupe Hidalgo
 - Louisiana Purchase
 - Gadsden Purchase
 - Purchase of Alaska
- ✓ Can explain how the westward expansion contributed to:
 - Economic and industrial development
 - Sectional issues (Annexation of Texas, War with Mexico)
 - Displacement of American Indians (Treaty of Greenville and the Indian Removal Act)
 - Manifest Destiny concept, and the social, political, and economic impacts of the Manifest Destiny.

Focus Skill Area: Civil War and Reconstruction

- ✓ Can compare the positions of states' rights in the Virginia and Kentucky Resolution of 1789-99.
- ✓ Can compare positions concerning tariffs and national banks between Northern and Southerners.
- ✓ Can compare positions concerning the sale of public lands between Westerners and Northerners.
- ✓ Can compare positions concerning slavery between Northerners and Southerners.
- ✓ Can compare positions concerning:
 - Tariff of Abominations
 - Webster-Hayne Debate of 1830
 - Wilmot Proviso
 - Compromise of 1850
 - Kansas-Nebraska Act
- ✓ Can explain how sectional issues contributed to tensions between competing positions.
- ✓ Can explain how the nature of federalism and sectional issues led to the American Civil War.
- ✓ Can describe the resulting changes of the 13th, 14th, and 15th Amendments to the U.S. Constitution.
- ✓ Can identify the purpose of:
 - Military Reconstruction in the South following the Civil War
 - Black Codes
 - Ku Klux Klan
 - Carpetbaggers
- ✓ Can describe the affirmation of federal authority during Reconstruction
- ✓ Can describe lingering social and political differences between the North and South after Civil War.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Can explain the purpose for various geographic tools such as GPS, GIS, and RSI.
- ✓ Can analyze sectionalism and unification changes over time using geographic tools.
- ✓ Can analyze the movement of people over time using geographic tools.
- ✓ Can use each of the three geographic tools to analyze an historical event and maps.
- ✓ Can explain how natural resources contributed to the geographic and economic expansion of the United States.
- ✓ Can explain the impact of canals and railroads to the economic expansion of the United States.
- ✓ Can explain the unintended environmental consequences of the expansion of the United States.

Focus Skill Area: Human Systems

- ✓ Can explain the impact of push and pull factors on the movement of people, products, and ideas.
- ✓ Can define “human systems”.
- ✓ Can describe the benefits and consequences created by” human systems”.
- ✓ Can explain the impact of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 on the movement of people, products, and ideas.
- ✓ Can explain the economic and political impacts of shifting settlement patterns on the development of the United States.
- ✓ Can define and identify examples of :
 - cultural Bias
 - stereotyping
 - prejudice
 - social bias,
 - political bias
 - and economic bias
- ✓ Can give examples of consequences of social, political, and economic bias.
- ✓ Can list and define the four democratic ideals that formed our national identity.
- ✓ Can identify what helped to form the selection of the four democratic ideals.
- ✓ Can explain why these ideals are part of the Bill of Rights.
- ✓ Can explain how public education supported the democratic ideals.
- ✓ Can explain why immigrants were assimilating into the national identity.
- ✓ Can explain how the democratic ideals became push-pull factors for immigrants coming to the United States.

Domain: Government

Focus Skill Area: Civic Participation and Skills

- ✓ Can identify social groups, civic groups, and public goals.
- ✓ Can explain how public goals lead to the formation of social groups, and the formation of civic groups.
- ✓ Can identify four major examples of media and communication technology through the 1877. (mail, printing, newspaper, and telegraph)
- ✓ Can define emotional appeal and propaganda.
- ✓ Can explain how media and communication technology supported arguments, emotional appeal, and propaganda.
- ✓ Can explain historic examples how public opinion was influenced by the media.
- ✓ Can explain the influence of the telegraph and compare it to modern forms of communication. (social media, Twitter, etc.)

- ✓ Can explain how media and communication technology influence public opinion.

Focus Skill Area: Roles and Systems of Government

- ✓ Can identify four major goals of the U.S. Constitution.
- ✓ Can explain the two major division of the federal system of government.
- ✓ Can explain the characteristics of a representative democracy.
- ✓ Can give historic examples of the system of checks and balances.
- ✓ Can summarize the major separation of powers and job responsibilities for the three branches of government.
- ✓ Can explain how the U.S. Constitution and the Bill of Rights protected the rights of citizens and limited the power of the government.
- ✓ Can explain the purpose for bills of attainder/ex post facto laws.
- ✓ Can explain the purpose of the writs of habeas corpus.
- ✓ Can explain the three major parts of due process of law.
- ✓ Can summarize the basic rights in the 13th, 14th and 15th amendments.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Can tell why people must make economic choices.
- ✓ Can summarize a personal economic choice and predict future consequences.
- ✓ Can summarize government's economic choice and its present and future consequences.
- ✓ Can analyze the immediate and future impact of raising and lowering revenue through tax and tariff policies.
- ✓ Can analyze how choices made by individuals, businesses, and governments have both present and future consequences.

Focus Skill Area: Production and Consumption

- ✓ Can define the first Industrial Revolution.
- ✓ Can explain the difference between craftwork and factory work.
- ✓ Can summarize how technology increased production of goods during the Industrial Revolution.
- ✓ Can identify and explain the importance of new power sources in increasing productions of goods. (steam engine, cotton gin, sewing machine, etc.)
- ✓ Can explain the benefits of interchangeable parts and mass production.

Focus Skill Area: Markets

- ✓ Can list four ways governments can impact markets.
- ✓ Can summarize examples of government spending and government regulations and its impact on the market.
- ✓ Can identify the purpose of a tariff.
- ✓ Can summarize an example of a government imposed tariff and its impact on the market.
- ✓ Can identify the purpose for a trade barrier.
- ✓ Can summarize an example of a government trade barrier and its impact on the market.

Focus Skill Area: Financial Literacy

- ✓ Can list the three basic banking services. (savings, checking and credit)
- ✓ Can summarize a connection between the First Bank of the U.S. and financial decisions.
- ✓ Can give a reason for using banking services and credit.
- ✓ Can explain the difference between a saving's account short-and long-term financial goal.
- ✓ Can define interest and explain a positive and negative consequence.
- ✓ Can explain the connections between a checking account and service fees, overdrafts, and interest.
- ✓ Can define a loan.
- ✓ Can explain how a credit card is a type of loan.
- ✓ Can summarize the connections between credit cards and service fees and interest payments.
- ✓ Can manage a simulated basic banking service to identify strengths and weaknesses of decisions made.

GRADE 8 SOCIAL STUDIES

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 8.1 Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

STANDARD

SS H 8.1.1 Examine historical documents and artifacts for perspective and point of view.

SS H 8.1.2 Describe the different perspectives between Primary and Secondary sources.

SS H 8.1.3 Analyze and explain how historical documents separate information from opinion or fiction.

SS H 8.1.4 Describe how to construct debates based on Primary and Secondary source.

Colonization to Independence

ANCHOR STANDARD

SS H 8.2 North America, originally inhabited by American Indians, was explored, and colonized by Europeans for economic and religious reasons.

STANDARD

SS H 8.2.1 List and describe different American Indian cultures in North America prior to the arrival of Europeans.

SS H 8.2.2 Analyze and list the major economic reasons behind European explorations in North America.

SS H 8.2.3 Analyze and list the major religious reasons that brought Europeans to North America.

ANCHOR STANDARD

SS H 8.3 Competition for control of territory and resources in North America led to conflicts among colonizing powers.

STANDARD

- SS H 8.3.1 Explain why and how powerful European countries used land claims to explore resources of the Western Hemisphere.
- SS H 8.3.2 List the five major European countries that struggled with each other for settlement and control of North America territories.
- SS H 8.3.3 Explain how competition for territorial control and resources led to conflicts among colonizing powers.
- SS H 8.3.4 Explain how and why the quest for freedom and control has consequences.

ANCHOR STANDARD

SS H 8.4 The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.

STANDARD

- SS H 8.4.1 Analyze and discuss the perspective of the European viewing the black African being inferior and uncivilized.
- SS H 8.4.2 Describe why the European’s perspective of black African being inferior led to the forced relocation of hundreds of thousands of Africans to the American colonies.
- SS H 8.4.3 Explain the term “enslavement” and how slavery was “race-based” and economically motivated.
- SS H 8.4.4 Research and report how African slaves were intricately involved in the economic development of the colonies.
- SS H 8.4.5 Explain how the “Maritime Trade” involved slaves and “freed Africans” in the northern and southern colonies.

SS H 8.4.6 Using primary and secondary sources produce in writing facts that support that slavery was the foundation of the “agricultural system” in the Southern colonies.

SS H 8.4.7 List and discuss some of the “cultural contributions” of American slavery.

ANCHOR STANDARD

SS H 8.5 The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

STANDARD

SS H 8.5.1 Define and explain the ideas of Enlightenment.

SS H 8.5.2 Explain how the ideas of Enlightenment made the American Revolution possible.

SS H 8.5.3 After the French and Indian War, the British government instituted actions on the American colonies. Describe the following actions:

- Proclamation Act of 1765
- Sugar Act
- Tea Act
- Quartering Act
- Stamp Act
- Townshend Acts
- Coercive Acts
- Quebec Act

SS H 8.5.4 Explain how the ideas of Enlightenment influenced the writing of the Declaration of Independence.

SS H 8.5.5 Explain the reasons why the Declaration of Independence emphasized the following:

- Natural Rights
- Limitations on the power of the government
- Social contract
- Consent of the governed

A New Nation

ANCHOR STANDARD

SS H 8.6 **The outcome of the American Revolution was national independence and new political, social, and economic relationships for the American people.**

STANDARD

SS H 8.6.1 Describe the importance of the Articles of Confederation. Describe the strengths and weaknesses of the Articles of Confederation.

SS H 8.6.2 Using primary and secondary sources describe the transitioning problems of the 13 sovereign states.

SS H 8.6.3 Explain the important of the passage of the Northwest Ordinance in 1787, and what it protected.

SS H 8.6.4 Analyze the new political, social, and economic relationships for the American people because of the American Revolution.

ANCHOR STANDARD

SS H 8.7 **Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.**

STANDARD

SS H 8.7.1 Analyze the following flaws in the Articles of Confederation:

- maintaining national security
- stable economic system
- paying war debts
- collecting revenue
- regulating trade
- correcting flaws in the central government

SS H 8.7.2 Using primary and secondary resources, write a narrative essay on the challenges for ratifying the U.S. Constitution. Include the following:

- powers of central government vs. the states
- representation of the states vs. the people
- the extent of democratic participation
- the continued institution of slavery

SS H 8.7.3 Compare/contrast the views and opinions of the Federalist vs. the Anti-Federalists.

ANCHOR STANDARD

SS H 8.8 Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power, and repelled a foreign invasion.

STANDARD

SS H 8.8.1 Using primary and secondary resources create a power point presentation of early presidential administrations' accomplishments to establish a strong federal government. Include the following issues:

- assuming state debts
- creating a national bank
- the conclusion of the Whiskey Rebellion
- The Treaty of Paris
- negotiating the Jay Treaty
- creation of the Navy Department
- Louisiana Purchase
- War of 1812
- McCulloch vs. Maryland
- Instituting the Monroe Doctrine

SS H 8.8.2 Explain President Washington's creation of a "two-term" limit of power.

Expansion

ANCHOR STANDARD

SS H 8.9 The United States added to its territory through treaties and purchases.

STANDARD

SS H 8.9.1 Research and write an informational paper describing how the United States added to its territory through treaties and purchases. Include the following information:

- The Adams-Onis Treaty
- Webster-Ashburton Treaty
- Oregon Treaty
- Treaty of Guadalupe Hidalgo
- Louisiana Purchase

- Gadsden Purchase
- Alaska Purchase

ANCHOR STANDARD

SS H 8.10 Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

STANDARD

SS H 8.10.1 Analyze and report how the U.S. expansion after the War of 1812 contributed to economic development. Include:

- providing land for settlers
- development of transportation networks
- new resources in the acquired territories

SS H 8.10.2 Describe the key issues that escalated and were fiercely debated regarding the Westward Expansion.

SS H 8.10.3 Analyze and explain how the annexation of Texas led to the Mexican War.

SS H 8.10.4 Using primary and secondary sources, write a narrative summary of why the settlement of the United States led to the displacement of the Native Americans from their native lands.

SS H 8.10.5 Describe the Treaty of Greenville and the Indian Removal Act and why it was necessary for legal and military actions to be involved.

SS H 8.10.6 Explain the term Manifest Destiny, and how this term was used to justify continental expansion by the United States.

Civil War and Reconstruction

ANCHOR STANDARD

SS H 8.11 Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

STANDARD

- SS H 8.11.1 Research and report the Virginia and Kentucky Resolutions of 1798-99 and how it contradicted the powers of the federal government with the powers reserved to the states.
- SS H 8.11.2 Research and create a digital chart depicting the reasons why the newly developed sections of the U.S. held distinct characteristics on key issues. Include: tariff policies, the national bank, internal improvements, sales of public land, and slavery.

ANCHOR STANDARD

- SS H 8.12 The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.**

STANDARD

- SS H 8.12.1 Discuss the secessionist states and emancipated slaves at the conclusion of the Civil War.
- SS H 8.12.2 Report on the passages of the 13th, 14th, and 15th amendments. Include the year each was passed, what each amendment specified, and the rights each amendment afforded.
- SS H 8.12.3 Define “Military Reconstruction” and what actions needed to be completed before being readmitted to the Union.
- SS H 8.12.4 Reconstruction brought many resentments and new issues to the United States. Analyze and discuss the following issues after Reconstruction:
- Black Codes
 - Ku Klux Klan
 - Carpetbaggers

GEOGRAPHY - G

Spatial Thinking and Skills

ANCHOR STANDARD

- SS G 8.1 Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.**

STANDARD

- SS G 8.1.1 Describe the function and purpose of the Global Positioning System (GPS) and the Global Internet System (GSI), and how it may provide information for the US Military for defense purposes.
- SS G 8.1.2 Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

Human Systems

ANCHOR STANDARD

- SS G 8.2 The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.**

STANDARD

- SS G 8.2.1 Explain how U.S. natural resources influenced geographic and economic expansion of the United States.
- SS G 8.2.2 Explain how natural resources resulted in unintended environmental consequences.

ANCHOR STANDARD

- SS G 8.3 The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.**

STANDARD

- SS G 8.3.1 Analyze and demonstrate using a digital map how the development of the colonies reflected the origins of its settlers.
- SS G 8.3.2 Using primary and secondary sources, explain why slavery was not prevalent in the northern colonies.
- SS G 8.3.3 Using primary and secondary sources, discuss the different influences and ideas of the “institution of slavery” between the northern and southern colonies.

SS G 8.3.4 Using primary and secondary sources, write a report on the reasons for the displacement of American Indians, and the sites of relocation.

SS G 8.3.5 Research and report how the patterns of settlement in the development of the U.S. influenced the passage of the Northwest Ordinance of 1787.

SS G 8.3.6 Analyze the impact that the patterns of settlement had on the political and economic development of the United States.

ANCHOR STANDARD

SS G 8.4 Cultural biases, stereotypes and prejudices had social, political, and economic consequences for minority groups and the population.

STANDARD

SS G 8.4.1 Define and explain the following terms:

- Cultural bias
- Stereotypes
- Prejudice
- Minority group

SS G 8.4.2 Explain how cultural bias, stereotyping, and prejudices impacted minority groups in the newly established United States.

SS G 8.4.3 Identify some of the social, political, and economic consequences that were placed on minority groups, and the minority population.

ANCHOR STANDARD

SS G 8.5 Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

STANDARD

SS G 8.5.1 Identify and explain the four cornerstones of “democratic ideals”.

SS G 8.5.2 Describe what “being an American” looked like after the American Revolutionary War.

SS G 8.5.3 Using primary and secondary sources create a digital map or graph of the immigrants who came to the United States after the American Revolutionary War and include the countries from where they emigrated.

- SS G 8.5.4 Describe how the creation of the public education system (public schools) helped foster the ideals of “democratic ideals”.
- SS G 8.5.5 Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.

GOVERNMENT - GV

Civic Participation and Skills

ANCHOR STANDARD

- SS GV 8.1 Participation in social and civic groups can lead to the attainment of individual and public goals.**

STANDARD

- SS GV 8.1.1 Describe the functions of social and civic groups during early America.
- SS GV 8.1.2 Create a digital chart of social and civic groups of early Americas and compare it to social and civic groups in the 21st century. List the purpose of each group, and those who are serviced by each group.
- SS GV 8.1.3 Explain how the quest for freedom creates changes.
- SS GV 8.1.4 Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

ANCHOR STANDARD

- SS GV 8.2 Well informed citizens understand how media and communication technology influence public opinion.**

STANDARD

- SS GV 8.2.1 List what media was used to influence public opinion in early America.
- SS GV 8.2.2 Using primary and secondary sources describe how the invention of the telegraph transformed the way early citizens received news.
- SS GV 8.2.3 Defend the statement: “Early American citizens who could read were likely to be well- informed”.

- SS GV 8.2.4 Using primary and secondary sources create a list of pamphlets, books and newspaper articles from early American publications that influenced public opinion of that era.
- SS GV 8.2.5 Explain the difference between Propaganda and Bias, and how it can manipulate logic and emotions.
- SS GV 8.2.6 Explain how investigation of reliable information can impact and influence public opinion.

Roles and Systems of Government

ANCHOR STANDARD

- SS GV 8.3 The U.S. Constitution established a federal system of government, a representative democracy, and a framework with separation of powers and checks and balances.**

STANDARD

- SS GV 8.3.1 Explain the differences between the federal government and state government.
- SS GV 8.3.2 Describe the reason the US Constitution divided powers between the federal and state governments.
- SS GV 8.3.3 Explain why the U.S. is a republic or representative democracy, and the power rests in its citizens.
- SS GV 8.3.4 Create a digital graph explaining the “Separation of Powers” and the three branches of government.
- SS GV 8.3.5 Analyze and give examples of how the system of Checks and Balances allows the branches of government to function.

ANCHOR STANDARD

- SS GV 8.4 The U.S. Constitution protects citizens’ rights by limiting the powers of government.**

STANDARD

- SS GV 8.4.1 The U.S. Constitution protects the rights of citizens by limiting the powers

of government. List the first ten amendments—The Bill of Rights and discuss the freedoms that are being protected.

SS GV 8.4.2 Explain due process of law and the three rights that it provides to protect citizens.

ECONOMICS – E

Economic Decision Making and Skills

ANCHOR STANDARD

SS E 8.1 Choices made by individuals, businesses and governments have both present and future consequences.

STANDARD

SS E 8.1.1 Analyze and explain the three basic economic questions.

SS E 8.1.2 Explain how economic choices are made.

SS E 8.1.3 List some of the consequences that businesses must weigh when making an economic decision.

SS E 8.1.4 Discuss how governments need to consider which public goods and services they can offer.

SS E 8.1.5 Explain the revenue sources that governments must support, or not support, public goods and services.

SS E 8.1.6 Analyze how choices made by individuals, businesses, and governments have both present and future consequences.

Production and Consumption

ANCHOR STANDARD

SS E 8.2 The Industrial Revolution fundamentally changed the means of production because of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

STANDARD

- SS E 8.2.1 Explain the Industrial Revolution of the late 18th and early 19th century, and how it improved the country's economy.
- SS E 8.2.2 Describe how the improvements in technology moved the production of:
- steam engine
 - cotton
 - mechanical reaper
 - sewing machine
- SS E 8.2.3 Explain how the development of interchangeable parts and mass production techniques brought great efficiency to the production process.
- SS E 8.2.4 Analyze how the Industrial Revolution changed the means of production.

Markets

ANCHOR STANDARD

- SS E 8.3 Governments can impact markets by means of spending, regulations, taxes, and trade barriers.**

STANDARD

- SS E 8.3.1 Give examples of how the U.S. and state governments can impact markets with spending and other areas.
- SS E 8.3.2 Analyze why governments have used regulations to control markets for limiting production or exchange of goods (e.g. Navigation Acts).
- SS E 8.3.3 Explain the meaning of a tariff and how a tariff can make goods more competitive (e.g. Tariff of 1828).
- SS E 8.3.4 Analyze trade barriers and explain how they are used to prevent certain exchanges of import and export goods (e.g. Embargo Act of 1807).
- SS E 8.3.5 Explain the impact government can have on markets by spending, regulating, taxing, and creating trade barriers.

Financial Literacy

ANCHOR STANDARD

SS E 8.4 **The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.**

STANDARD

SS E 8.4.1 Discuss the creation of the First Bank of the United States and what the government deemed its service and purpose.

SS E 8.4.2 Research the historical events of the study of banking services for the U.S. government and the state of Ohio.

SS E 8.4.3 Explain the benefits of understanding “financial literacy”.

SS E 8.4.4 Describe the different types of saving accounts a person may have and explain why the bank pays interest to individuals for maintaining a savings account.

SS E 8.4.5 Describe the functions of a “checking account” and explain how checking accounts can earn interest.

SS E 8.4.6 Analyze the different types of credit, and how banks can make money by offering credit to its customers.

SS E 8.4.7 Describe the benefits and the hazards of credit card use.

SS E 8.4.8 Demonstrate how effective management of one’s personal finances includes using basic banking services (e.g. savings accounts, checking accounts, and credit cards).