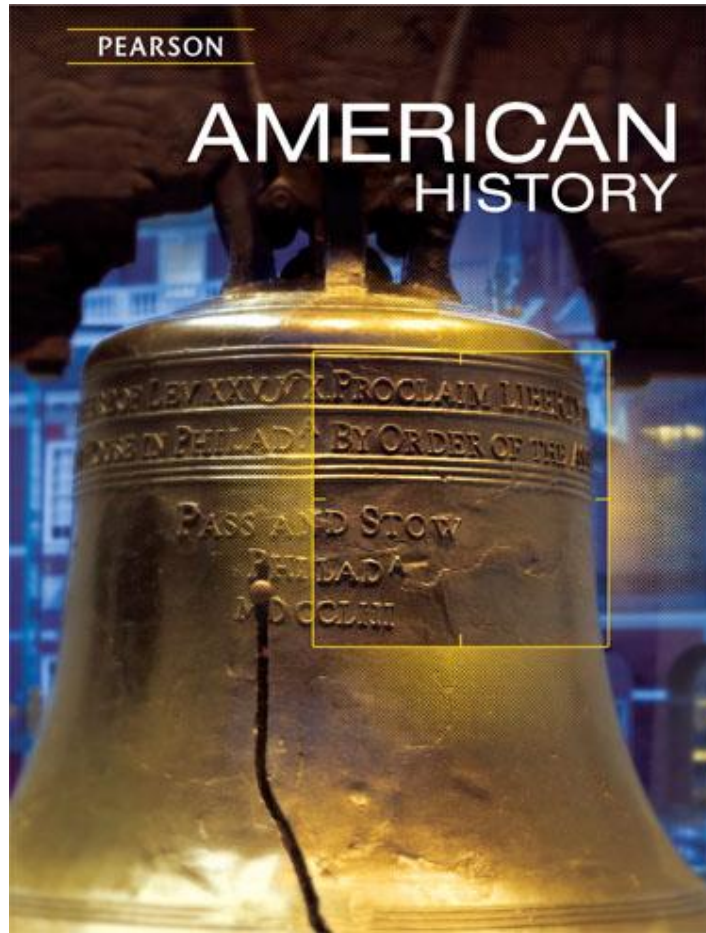


A Correlation of



©2016

To

**Ohio's New Learning Standards
Social Studies
Grade 8**

A Correlation of American History: Beginning Through Reconstruction, ©2016 to Ohio's New Learning Standards for Grade 8 Social Studies

Introduction

This document demonstrates how ***Pearson American History, ©2016*** meets the Ohio's New Learning Standards, Social Studies, Grade 8.

Pearson is excited to announce its ***NEW American History*** program for middle grades! The program is designed to unlock the exciting story of our nation's history with engaging stories, activities, and opportunities for drawing connections from the content to students' own lives, expanding their understanding of American history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation's history. The program is available in print, digital, and blended options.

The ***Pearson American History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and "pull-it-all-together" exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson's Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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Ohio's New Learning Standards for Grade 8 Social Studies	American History Beginning Through Reconstruction, ©2016
Theme <i>U.S. Studies from 1492 to 1877: Exploration through Reconstruction</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i>	
Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement	
1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	<p>SE/TE: <i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298</p> <p><i>Research Activities:</i> Topic 1 Assessment (13. Compare Effects of New Technologies on Daily Life), 42; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 82, 91, 100, 116, 140, 157, 306, 310; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40; Support Ideas with Evidence, 68, 111, 218, 225, 425; Support Ideas with Examples, 20, 32, 68, 82, 196, 202, 223</p> <p><i>21st Century Skills:</i> Interpret Sources, 591; Analyze Primary and Secondary Sources, 600–601; Compare Viewpoints, 601–602; Identify Bias, 602–603; Evaluate Existing Arguments, 603–604; Consider and Counter Opposing Arguments, 604–605</p>

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Ohio's New Learning Standards for Grade 8 Social Studies	American History Beginning Through Reconstruction, ©2016
Topic <i>Colonization to Independence</i>	
<i>European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.</i>	
Content Statement	
2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	SE/TE: The Voyages of Columbus, 34–37; Other Spanish Exploration, 37–38; The Columbian Exchange, 38–40; Topic 1 Assessment (6. Describe the Drawbacks of the Columbian Exchange) & (12. Describe the Positive Consequences of the Columbian Exchange), 42; Reasons for the Exploration of North America, 57; French Exploration, 57–58; Exploration of Henry Hudson, 58; New France is Colonized, 58–60; The Dutch Establish New Netherland, 60–62
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.	SE/TE: European Rivalries, 57–58; Mercantilism and the English Colonies, 113; Trading Across the Atlantic, 113–114; Topic 2 Assessment (9. Analyze Mercantilism), 117; The French and Indian War, 122–129; Tensions with Britain, 130–140; Taking Up Arms, 141–152; Topic 3 Assessment (2. Analyze the Effect of Human Geographic Factors) & (3. Analyze the Effects of Physical Geographic Factors), 173; 21st Century Skills: Read Special-Purpose Maps, 598–599
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.	SE/TE: The Transatlantic Slave Trade, 53–55; New France Is Colonized, 58–60; The Jamestown Colony Grows, 67–68; The Slave Trade Expands, 99–100; The Foundations of Representative Government, 114–116; Topic 2 Assessment (8. Explain the Transatlantic Slave Trade), 117; African Americans in the War, 164–166; Cotton Kingdom and Slavery, 390; Slavery in the South, 397–399; Resisting Slavery, 399–400

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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.	SE/TE: A New World of Ideas, 109–111; The Foundations of Representative Government, 114–116; Tensions with Britain, 130–140; Taking Up Arms, 141–152; Thomas Paine's <i>Common Sense</i> , 154; The Declaration of Independence, 155–157; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; (12. Define and Give Examples of Unalienable Rights), 174; (15. Identify a Colonial Grievance in the Declaration of Independence), 174
Topic A New Nation	
<i>The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.</i>	
Content Statement	
6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	SE/TE: The War Is Won, 170–171; Explaining the American Victory, 171–172; Topic 3 Assessment (18. Identify the American Revolution), 175; Washington's Presidency, 234–244; Topic 5 Assessment (1. Analyze the Leadership of George Washington) & (2. Summarize Taxation and the Whiskey Rebellion), 295
7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	SE/TE: The Articles of Confederation, 179–180; Weaknesses of the Confederation, 181; An Orderly Expansion, 182–183; Economic Problems Lead to Change, 184; Drafting a Constitution, 185–190; Topic 4 Assessment (1. Explain the Articles of Confederation) & (2. Summarize the Weaknesses of the Articles of Confederation), 230; Primary Source: Articles of Confederation, 551–556

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<p>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	<p>SE/TE: Alexander Hamilton and the National Debt, 236–238; Creating a Stable Economy, 238–239; Landmark Supreme Court Cases, 258–260; The Louisiana Purchase, 260–263; Exploring the Louisiana Territory, 263–266; Madison and the War of 1812, 270–281; Topic 5 Assessment (5. Analyze the Responses of Congress and the President), 295; (10. Identify and Locate the Louisiana Purchase) & (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; (18. Explain the Economic Effects of the War of 1812), 298</p>
<p>Topic Expansion</p>	
<p><i>The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.</i></p>	
<p>Content Statement</p>	
<p>9. The United States added to its territory through treaties and purchases.</p>	<p>SE/TE: The Louisiana Purchase, 260–263; Exploring the Louisiana Territory, 263–266; Gaining Florida, 292; Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase) & (11. Explain the Significance of the Louisiana Purchase), 296; Independence for Texas, 344–350</p>
<p>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	<p>SE/TE: Westward Movement, 331–336; The Settling Oregon Country, 337–343; Manifest Destiny in California and the Southwest, 351–362; Topic 6 Assessment (13. Explain the Roots of Manifest Destiny), 364; 21st Century Skills: Compare and Contrast, 585–586</p>

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Topic <i>Civil War and Reconstruction</i>	
<i>Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.</i>	
Content Statement	
<p>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.</p>	<p>SE/TE: Resisting Slavery, 399–400; Abolitionism, 407–412; Topic 7 Assessment (8. Analyze Slavery’s Impact), 426; (13. Identify the Colonization Movement), 427; Conflicts and Compromises, 430–438; The Question of Slavery in Kansas and Nebraska, 440–441; Violent Clashes Over Slavery in Kansas, 441–442; The Impact of the Dred Scott Case, 443–445; The Republican Party Challenges Other Parties, 445–446; Abraham Lincoln Leads the Republican Party, 446–447; The Nation Moves Toward Civil War, 452–453; War Breaks Out, 453–456; Taking Sides, 456–457; The Emancipation Proclamation, 469–470; Contrasting Ideas of Liberty and Union, 483–485; The Nation Begins a New Chapter, 486–487; Topic 8 Assessment (2. Explain the Significance of the Civil War), 488</p>
<p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>	<p>SE/TE: Early Reconstruction, 492–498; Radical Reconstruction, 499–505; Reconstruction and Southern Society, 506–512; The Aftermath of Reconstruction, 513–518</p>

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Strand Geography	
Topic <i>Spatial Thinking and Skills</i>	
<i>Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</i>	
Content Statement	
13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.	<p>SE/TE: <i>Interactive Maps:</i> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482, 514</p> <p><i>21st Century Skills:</i> Read Physical Maps, 596–597; Read Political Maps, 597–598; Read Special-Purpose Maps, 598–599; Use Parts of a Map, 599–600</p> <p>Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; Topic 3 Assessment (1. Locate Places of Importance), 173; Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase), 296; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489; Topic 9 Assessment (11. Analyze Thematic Maps), 520</p>

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Topic <i>Human Systems</i>	
<i>Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.</i>	
Content Statement	
14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.	SE/TE: Westward Movement, 331–336; The Settling Oregon Country, 337–343; Manifest Destiny in California and the Southwest, 351–362; The Cotton Kingdom, 390–391; Topic 6 Assessment (4. Analyze the California Gold Rush), 363; Topic 6 Assessment (10. Analyze the Impact of Transportation Systems), 364 Topic 6 Assessment (13. Explain the Roots of Manifest Destiny), 364; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South; 389–400; Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427
15. 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.	SE/TE: Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330; Building Better Roads, 333; The Age of Steam, 334–335; Canals Connect the Country, 335–336; The Oregon Trail, 340–343; Santa Fe Trail, 352; Polk and Westward Expansion, 354–356; The Mormons Move West, 358–359; The Effects of Migration to California, 361–362; Topic 6 Assessment (6. Analyze the Indian Removal Act), 363; (10. Analyze the Impact of Transportation Systems) & (13. Explain the Roots of Manifest Destiny), 364

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<p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p>	<p>SE/TE: The Transatlantic Slave Trade, 53–55; New France Is Colonized, 58–60; The Jamestown Colony Grows, 67–68; The Slave Trade Expands, 99–100; The Foundations of Representative Government, 114–116; Topic 2 Assessment (8. Explain the Transatlantic Slave Trade), 117; African Americans in the War, 164–166; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330; Topic 6 Assessment (6. Analyze the Indian Removal Act), 363; Ethnic Minorities in the North, 385–388; Cotton Kingdom and Slavery, 390; Slavery in the South, 397–399; Resisting Slavery, 399–400; Early Calls for Women's Rights, 414; A Women's Movement Organizes, 415–416; Women Gain New Opportunities, 416–418; Topic 7 Assessment (5. Describe the Women's Rights Movement) & (8. Analyze Slavery's Impact) & (9. Describe the Contributions of Frederick Douglass), 426; The Question of Slavery in Kansas and Nebraska, 440–441; Violent Clashes Over Slavery in Kansas, 441–442; The Impact of the Dred Scott Case, 443–445; The Emancipation Proclamation, 469–470; African Americans Fight Heroically for the Union, 470–472; The Impact of the Thirteenth Amendment, 497; The Impact of the Fourteenth Amendment, 501–502; The Impact of the Fifteenth Amendment, 504–505; New Legislation Restricts African American Rights, 515–516</p>
<p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>	<p>SE/TE: An Era of Good Feelings, 283; The Monroe Doctrine, 293–294; Topic 5 Assessment (8. Explain the Monroe Doctrine), 295; (17. Describe the Contributions of Andrew Jackson), 297; Democracy Expands, 303–304; Jacksonian Democracy, 309–311 Manifest Destiny, 354–356; ; Topic 6 Assessment (7. Identify the Age of Jackson), 363; (9. Describe Expanded Suffrage) & (13. Explain the Roots of Manifest Destiny), 364; Arts and Literature, 419–425; Topic 7 Assessment (4. Analyze How Fine Arts Depicted American Continuity and Change), 426</p>

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Strand Government	
Topic Civic Participation and Skills	
<i>Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.</i>	
Content Statement	
18. Participation in social and civic groups can lead to the attainment of individual and public goals.	SE/TE: The Origin of Political Parties, 245–250; Topic 5 Assessment (1. Analyze the Leadership of George Washington) & (3. Explain the Origin of Political Parties), 295; (21. Identify Points of View of Political Parties), 298; An Era of Reform, 402–403; Social Reform Movements, 403–405; The Impact of Educational Reform, 405–406; Early Calls for Women's Rights, 414; A Women's Movement Organizes, 415–416; Women Gain New Opportunities, 416–418; Topic 7 Assessment (5. Describe the Women's Rights Movement), 426; (12. Evaluate Educational Reform), 427
19. Informed citizens understand how media and communication technology influence public opinion.	SE/TE: Colonial newspapers, 111; African American newspapers, 388; Telegraph, 378–379; Newspapers during the Civil War, 411; 21 st Century Skills: Analyze Political Cartoon, 595–596; Being an Informed Citizen, 609

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Topic Roles and Systems of Government	
<i>The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</i>	
Content Statement	
<p>20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p>	<p>SE/TE: Drafting a Constitution, 185–190; Federalists, Antifederalists, and the Bill of Rights, 197–202; Understanding the Constitution, 203–218; Amending the Constitution, 219–223; Landmark Supreme Court Cases, 258–260; Constitution of the United States, 522–545</p> <p>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (11. Summarize Amending the U.S. Constitution), 231; (12. Identify the Origin of Judicial Review), 231; (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; 14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231; Topic 5 Assessment (5. Analyze the Responses of Congress and the President), 295; Topic 6 Assessment (12. Explain the Constitutional Issues in the Nullification Crisis), 364; Topic 8 Assessment (10. Explain the Constitutional Issues Regarding States' Rights in the Civil War), 489</p>

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21. The U.S. Constitution protects citizens' rights by limiting the powers of government.	<p>SE/TE: Federalists, Antifederalists, and the Bill of Rights, 197–202; Understanding the Constitution, 203–218; Amending the Constitution, 219–223; Landmark Supreme Court Cases, 258–260; Thirteenth Amendment, 497; The Impact of the Fourteenth Amendment, 401–502; The Impact of the Fifteenth Amendment, 504–505; Constitution of the United States, 522–545</p> <p>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (12. Identify the Origin of Judicial Review), 231; (13. Analyze the Impact of the First Amendment on Religious Freedom), 231; 14. Analyze the Principle of Individual Rights), 231; (15. Describe the Importance of Free Speech and Free Press), 231; Topic 5 Assessment (5. Analyze the Responses of Congress and the President), 295; (6. Summarize McCulloch v. Maryland), 295; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment), 519</p>
Strand Economics	
Topic Economic Decision Making and Skills	
<i>Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.</i>	
Content Statement	
22. Choices made by individuals, businesses and governments have both present and future consequences.	<p>SE/TE: Tensions with Britain, 130–140; Alexander Hamilton and the National Debt, 236–237; Creating a Stable Economy, 238–239; Taxation Sparks the Whiskey Rebellions, 239–240; Building Better Roads, 250; The Age of Steam, 251; Canals Connect the Country, 252–253; The Far West Fur Trade, 339–340; The Industrial Revolution and Life in the North, 368–388</p> <p>Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; (11. Identify the Impact of Industrialization on Life), 427</p>

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Topic <i>Production and Consumption</i>	
<i>Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.</i>	
Content Statement	
23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	SE/TE: The Industrial Revolution and Life in the North, 368–388 Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; (11. Identify the Impact of Industrialization on Life), 427
Topic <i>Markets</i>	
<i>Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.</i>	
Content Statement	
24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.	SE/TE: Mercantilism, 112–113, 117, 133, 174; Alexander Hamilton and the National Debt, 236–237; Creating a Stable Economy, 238–239; Taxation Sparks the Whiskey Rebellions, 239–240; Building Better Roads, 250; The Age of Steam, 251; Canals Connect the Country, 252–253; Whiskey Tax, 258; A Painful Embargo, 268–269; Banks of the United States, 234, 238, 239, 247, 284–285, 288–289, 317, 319–320, 322 Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 295; (4. Explain the Development of the Free-Market System), 295; (10. Explain the Reasons for Rapid Urbanization), 427; (11. Identify the Impact of Industrialization on Life), 427 <i>Digital Resources:</i> Core Concepts: – Economics Basics; Economics Process; Economic Systems; Economic Development; Trade; Money Management

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Topic <i>Financial Literacy</i>	
<i>Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.</i>	
Content Statement	
25. The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.	SE/TE: 21 st Century Skills: Paying Taxes, 611–612 Core Concepts: Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts