

BEMIDJI AREA SCHOOLS
 SOCIAL STUDIES LEARNER OUTCOMES
 World History II and Geography
 10th Grade

III. WORLD HISTORY

G. Age of Empires and Revolutions, 1640 AD-1920 AD

Standard: The student will demonstrate knowledge of the integration of large territories under regional and global empires.

Benchmarks	Examples
1. Students will examine and analyze how tradebased empires laid the foundation for the global economy.	1. Dutch East India Company, British East India Company
2. Students will explain the impact of increased global trade on regional economies.	2. East Indian spice trade, Siberian fur trase, China tea trade, African slave trade, growth of London and Amsterdam, development of plantation agriculture, cotton industry in India
3. Students will analyze the impact of military conflicts among imperial powers on trade and sovereignty	3. Ottomans vs. Safavids, British vs. Russian, Dutch vs. Portuguese
4. Students will understand and analyze the role of religion as an integrative force in the empires	4. Christian missions, Shi'ah (Shi'ite) form a Islam in Iran, relations between Islam and Hinduism under the Moguls
5. Students will understand and analyze the interaction between imperial governments and indigenous peoples.	5. Russian expansion in Siberia, spread of the Spanish language in the Americas, resettlement policies under the British Empire Mogul Empire in South Asia, Safavid Empire in Iran, Quing Empire in East Asia, Iberian Empires in the Americas and Asia, British French or Dutch colonial Empires, Russian Empire, tokugawa Shogunate in Japan.

III. WORLD HISTORY

G. Age of Empires and Revolutions, 1640 AD-1920 AD

Standard: The student will demonstrate knowledge of scientific, political, philosophical economic and religious changes during the 17th and 18th centuries.

Benchmarks	Examples
1. Students will describe the Scientific Revolution, its leaders, and evaluate its effects.	1. Galileo, Brahje, Newton, conflict with the Church.
2. Students will describe the Age of Absolutism identify its leaders, and analyze	Monarchies of Louis XIV, Frederick the Great, Peter the Great, Catherine the Great

its impact.	
3. Students will identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the development of English constitutionalism.	3. Cromwell, Roundheads/Cavaliers, Charles I, rump parliament, restoration, Charles II, James II, William and Mary
4. Students will explain the ideas of the enlightenment contrasted with ideas of medieval Europe, and identify important historical figures and their contributions.	4. Liberty, natural law, scientific method, rationalism, encyclopedia, Montesquieu, Voltaire, Rousseau, Marie-Therese, Locke, Diderot, Adam Smith, Burke.
5. Students will analyze the causes, conditions and consequences of the French Revolution and compare and contrast it with the American Revolution.	5. Thomas Paine, Thomas Jefferson, Estates, Louis XVI, Marie Antoinette, Bastille, Rights of Man, radicals, Marat, Danton, Guillotine, Robespierre, Directory.

III. WORLD HISTORY

G. Age of Empires and Revolutions, 1640 AD-1920 AD

Standard: The student will demonstrate knowledge of political and philosophical developments in Europe during the 19th Century.

Benchmarks	Examples
1. Students will analyze the Napoleonic Wars and the Concert of Europe	1. Napoleon, Garibaldi, Bismarck, Congress of Vienna, Metternich, Concordat, Napoleonic Code, Austlitz, Nelson Trafalgar, Czar Alexander, Elba, Waterloo
2. Students will describe the factors leading to the Revolutions of 1830 and 1848, and describe their long-term impact on the expansion of political rights in Europe	2. Paris uprising, Charles X, Louis Philippe, Conservatism, Liberalism, Radicalism, Great Reform Bill; Socialism Marxism, Anarchism , Napoleon III< Balkan Problem, Geanne Deroin, Pauline Roland
3. Students will describe major scientific, technological, and philosophical developments of the 19 th Century and analyze their impact	3. Sigmund Freud, Charles Darwin

III. WORLD HISTORY

G. Age of Empires and Revolutions, 1640 AD-1920 AD

Standard: The student will demonstrate knowledge of European and American expansion.

Benchmarks	Examples
2. Students will analyze the motives and consequences of European imperialism in Africa and Asia.	2. Markets, tropical products and raw materials, national rivalries, domestic political aims; British in India and Africa; Dutch in Indonesia; France in North Africa; impact of new weapons and

	transportation; rise of Japan as a world power; imperialism and the scramble for colonies in Africa; treaty ports unequal treaties in China
3. Students will compare motives and methods of various forms of colonialism and various colonial powers.	3. Compare French colonization of Algeria to the British in India and the French in Indochina to the British in Hong Kong and China; French and British colonies in sub Saharan Africa; Japanese and American colonial expansion in Western Pacific.

III. WORLD HISTORY

G. Age of Empires and Revolutions, 1640 AD-1920 AD

Standard: The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19th Century.

Benchmarks	Example
1. Students will explain industrial developments and analyze how they brought about urbanization as well as social and environmental changes	1. Factory, Entrepreneur, Arkwright, Watt, Hargreaves, Kay, Crompton, Whitney, railroads; coal, iron and cotton industries; industrial cities.

III. WORLD HISTORY

H. Global Conflict, 1914 AD – 1945 AD

Standard: The student will demonstrate knowledge of the worldwide impact of World War I.

Benchmarks	Examples
1. Students will analyze the economic and political causes of World War I and how they interacted as well as the impact of technology on the war.	1. European imperialism, Imperial competition, Great Power rivalries, Balkan nationalism, militarism, mobilization, Alliance System.
2. Students will examine the Treaty of Versailles and analyze the impact of its consequences	2. Woodrow Wilson, Fourteen Points, self-determination, reparations, Clemenceau, Lloyd George, demilitarization, League of Nations.
3. Students will analyze causes and consequences of the Russian Revolution and assess its significance.	3. Nicholas II, Bolsheviks, Mensheviks, Lenin, Trotsky, Kerensky, Rasputin, Soviet, Duma
4. Students will examine the League of Nations and analyze the reasons for its failure.	
5. Students will examine events related to the rise and aggression of dictatorial regimes in the Soviet Union, Germany, Italy and Japan, and the human costs of	5. Joseph Stalin, Adolph Hitler, Benito Mussolini, Hirohito, and Hideka Tojo, totalitarianism, fascism, Nazism

their actions	
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III. WORLD HISTORY

H. Global Conflict, 1914 AD-1945 AD

Standard: The student will demonstrate knowledge of the worldwide impact of World War II

Benchmarks	Examples
1. Students will analyze economic and political causes of World War II and examine the role of important individuals during the war the impact of their leadership	1. Great Depression, competition for natural resources, Communism, fascism, Nazism, Hitler, Stalin, Mussolini, Tojo, Hironhito, Churchill, F.D. Roosevelt, Eisenhower, MacArthur, Raoul Wallenberg, Patton, Marshall, Truman, Mao Zedong and Chiang Kai-shek
2. Students will understand and analyze impact of the Hologaut and other examples of genocide in the 20 th Century.	2. Final Solution, concentration camps, Armenian, Balkans, Nanking, Kurdistan, Ruwanda, Ukraine, Cambodia
3. Students will explain the reasons for the formation of the United Nations.	3. Harold Stassen, San Francisco Conference, Security Council, General Assembly, UNESCO, FAO, WHO, UNICEF.

III. WORLD HISTORY

I. The Post-War Period, 1945 AD-Present

Standard: The student will demonstrate knowledge of major events and outcomes of the Cold War.

Benchmarks	Examples
1. Students will explain how Western Europe and Japan recovered after World War II.	1. Allied Occupation; Marshall Plan, the European Economic Community, government planning, and the growth of welfare states.
2. Students will explain key events and revolutionary movements of the Cold War period and analyze their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missiil Crisis, Sputnik, and Vietnam War, and the roles of the U.S. and Soviet Union in ending the Cold War.	2. Chinese Civil War, People's Republic of China, Iron Curtain, Hungarian Revolution, Afghanistan, Solidarity Movement
3. Students will assess the impact of nuclear weapons on world politics	3. Mutual Assured Destruction doctrine, SALT treaties
4. Students will identify contribution of world leaders of this time period.	4. Nikita Khrushchev, Lech Walesca, DeGaulle, Mao Zedong, Chaing Kai-shek; Harry Truman; John F. Kennedy; Ronald Reagan; Margaret Thatcher.

III. WORLD HISTORY

I. The Post-War Period, 1945 AD-Present

Standard: The student will demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts.

Benchmarks	Examples
1. Students will analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution.	1. Gandhi's leadership in India.
2. Students will analyze the struggle for independence in African nations.	2. Kenyatta's leadership in Kenya.
3. Students will explain how international condition contributed to the creation of Israel and analyze why persistent conflict exists in the region.	3. The Zionist movement, Ben Gurion, Palestine.
4. Students will analyze how Middle Eastern protectorate states achieved independence from England and France in the 20 th Century, and the current day significance of the oil reserves in this region	4. Iran, Iraq, Syria Egypt.
5. Students will understand the reasons for the rise of Military dictatorships and revolutionary movements in Latin America.	5. Cuba, Nicaragua, Peru, Guatemala.

III. WORLD HISTORY

I. The Post-War Period, 1945 AD-Present

Standard: The student will demonstrate knowledge of significant political and cultural developments of the late 20th Century that affect global relations.

Benchmarks	Examples
1. Students will examine human rights principles and how they have been supported and violated in the late 20 th Century.	1. Democracy movements, women's movements, migrants' rights, reparations; genocides such as Cambodia, Serbia and Rwanda, terrorism.
2. Students will describe and analyze processes of "globalization" as well as persistent rivalries and inequalities among the world's regions, and assess the successes and failures of various approaches to address these.	2. IMF, World Bank, Fair Trade movement, UNESCO and other UN agencies, OPEC, NAFTA.

V. GEOGRAPHY

B. Essential Skills

Standard: The student will use maps, globes, geographic information systems, and other databases to answer geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

Benchmarks	Examples
1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.	1. Atlas, World Wide Web, topographic maps, Geographic Information Systems, databases, aerial photos.
2. Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images	2. Make a land use map of a local area.

V. GEOGRAPHY

C. Spatial Organization

Standard: The student will understand the regional distribution of the human population at local to global scales and its patterns of change.

Benchmarks	Examples
1. Students will describe the pattern of human population density in the United States and major regions of the world.	1. Concentrations in east Asia, South Asia and Europe; in United States, Northeast, Southwest.
2. Students will provide examples that illustrate the impact changing birth and death rates have on the growth of the human population in the major regions of the world.	2. Slowing growth rate in Europe, rapid growth rate in Kenya, negative rates Eastern Europe.
3. Students will use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales	3. Compare Sweden with Kenya, suburban and inner city census tracts.
4. Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world.	4. Migration to the United States from Europe, Africa and Asia; migration within the United States; refugee movements, and labor migrations to North America, Northern Europe, and the Middle East, with special focus on current migration from Mexico.

V. GEOGRAPHY

C. Spatial Organization

Standard: The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world

Benchmarks	Examples
1. Students will use regions to analyze the locational patterns of culture groups at various scales	1. Patterns of language and religion, subsistence agriculturists.
2. Students will use concepts and models of the process of diffusion to interpret the spread of culture traits	2. Spread of English language, fashions, technology
4. Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants	4. Suburban developments, urban developments, agricultural communities, retirement communities, New England, California

V. GEOGRAPHY

C. Spatial Organization

Standard: The student will explain how the regionalization of space into political units affects human behavior.

Benchmarks	Examples
2. Students will provide examples of the impact of political boundaries on human behavior and economic activities.	2. NATO, the European Union and the North American Free Trade Agreement, school districts, city boundaries, Mexican border with California and Arizona, Cuban border and proximity to Florida.
3. Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them.	3. Division of Africa and Asia into colonies, Development of Malaysia, South Africa, Somalia

V. GEOGRAPHY

C. Spatial Organization

Standard: The student will analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.

Benchmarks	Examples
2. Students will describe the processes that have produced this pattern of cities.	2. Industrialization and colonization, globalization.

6. Students will provide examples of how the internal structure of cities varies around the world	6. Latin American, Southeast Asian, North American, South Asian cities.
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V. GEOGRAPHY

C. Spatial Organization

Standard: The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.

Benchmarks	Examples
2. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world.	2. Global division of labor, rise of newly industrial countries.
3. Students will describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production.	3. Poultry production, genetically modified crops, the role of Norman Borlaug in the Green Revolution.
4. Students will understand how the transportation and communication systems have impacted the development of regions.	4. Railroads in Africa, Fiber optic networks in California.
10. Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.	10. The industrialization of China, or the establishment of international call center in India.

V. GEOGRAPHY

D. Interconnections

Standard: The student will describe how humans influence the environment and in turn are influenced by it.

Benchmarks	Examples
1. Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it.	1. Construction of dams, Soviet Union vs. United States, industrial North vs. agricultural South.

VI. ECONOMICS

C. Essential Skills

Standard: The student will understand and use economic concepts, theories, principles and quantitative methods to analyze current events.

Benchmarks	Examples
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1. Students will distinguish among the contributions to economic thought made by leading theorists including but not limited to, Adam Smith, Thomas Malthus, Karl Marx, Milton Friedman, and John Maynard Keynes.	1. Inflation rate, unemployment rate, the level of national output, interest rates, trade deficit, budget deficit, and the rate of economic growth.
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VII. GOVERNMENT AND CITIZENSHIP

A. Civic Values, Skills, Rights and Responsibilities

Standard: The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.

Benchmarks	Examples
1. Student will demonstrate the ability to use the print and electronic media to do research and analyze data.	
2. Students will compare, contrast, and evaluate various forms of political persuasion of validity, accuracy, ideology, emotional appeals, bias, and prejudice	2. Web pages, editorials, letters to the editor, political cartoons, news and entertainment, political oratory such as President Lincoln’s Gettysburg address, Martin Luther King Jr’s I have a Dream speech, Patrick Henry’s speech to the Virginia House of Burgesses, FDR’s Pearl Harbor speech, President Kennedy’s inaugural address “ask not what...”, President Reagoan’s Tear Down this Wall, President Washington’s Farewell address, President bush’s speech about the 9/11 attacks on the United States

VII. GOVERNMENT AND CITIZENSHIP

B. Beliefs and Principles of United States Democracy

Standard: The student will demonstrate knowledge and understanding of the principles upon which the U.S. Government is based.

Benchmarks	Examples
4. Students will compare the philosophy structure, and operations of government of other countries with the U.S. government.	

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institutions

Standard: The student will analyze the relationships and interactions between the United States and other nations and evaluate the role of the U.S. in world affairs.

Benchmarks	Examples
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1. Students will describe how the world is aligned politically and give examples of the ways nation states interact.	1. Trade, diplomacy, treaties and agreements, military actions.
2. Students will compare and contrast the structure and organization of various forms of political systems, including the U.S. government	
3. Students will describe how governments interact in the world affairs and explain reasons for conflict among nation states	3. Competition for resources and territory, differences in system of government, human rights issues, religious or ethnic conflict
4. Students will describe the ways the U.S. government develops and carries out U.S. foreign policy and analyze how individuals, businesses, labor, and other groups influence U.S. foreign policy.	4. Diplomacy, foreign aid, military aid, humanitarian aid, treaties, sanctions and military intervention.
5. Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary	5. United Nations, non-governmental organizations, treaties, national sovereignty.
6. Students will explain the effects of developments in other nations on state and community life in Minnesota, and explain the role of individuals in world affairs.	