

BEMIDJI AREA SCHOOLS
 SOCIAL STUDIES LEARNER OUTCOMES
 Senior Social II
 12th Grade

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand business organizations, market structures, and financial institutions that operate within our economy.

Benchmarks	Examples
1. Students will identify and compare and contrast various industries and the occupations related to them.	1. Tourist, agricultural, health services, oil
2. Students will compare and contrast the concepts of competition and monopoly, and predict consequences of each.	2. Farmers' market (competition), electric distribution (monopoly)
3. Students will describe various financial institutions, compare and contrast their roles, and explain how those institutions relate to their lives.	3. Banks, credit unions, stock market, the Federal Reserve.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand the basic characteristics of markets and the role of prices in modern market economics.

Benchmarks	Examples
1. Students will describe the determination of equilibrium market and the occupations related to them.	1. Market for wheat.
2. Students will identify the direct and indirect effects of price floors	2. Minimum wage, rent control
3. students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand	3. Change in income, population, number of sellers, technology.
4. Students will explain how interest rates and exchange rates are influenced by market conditions and how changes in interest rates affect individual and business decision making	4. Canadian vs. United States' dollar exchange rate, car loan interest rates.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell.

Benchmarks	Examples
1. Students will explain how competition among sellers often results in lower prices, high product quality, better customer service and a more efficient allocation of scarce resources.	1. Evolution of telecommunications.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand the risks and opportunities associated with entrepreneurship.

Benchmarks	Examples
1. Students will explain that entrepreneurs accepts the risks associated with organizing productive resources to product goods and services, with the hope to earn profits.	1. “Famous Dave” Anderson, bill Gates, local business person
2. Students will describe the role of innovation and profit motive in helping to reduce problems associated with scarcity.	2. Plastics replacing steel, petroleum developed to replace whale oil.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand the role of labor in the economy.

Benchmarks	Examples
1. Students will describe the role and characteristics of collective bargaining as well as the key components of a typical negotiated labor management contract.	1. Mediation, arbitration, strike
2. Students will describe and analyze the role of unions in the United States economy in the past and present	2. AFL-CIO

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand the economic role of government in a free market economy.

Benchmarks	Examples
1. Students will identify that one important role for government in the economy is to	1. Protection from trespassers and thieves, protection from foreign invaders,

secure and enforce property rights.	enforcement of legal contracts.
2. Students will identify and explain public goods.	2. Highways, public schools, public libraries, national defense, fireworks displays, lighthouses.
3. Students will recognize that, in the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible.	3. Sherman Antitrust Act, break up of AT&T.
4. Students will recognize that some government policies attempt to redistribute income.	4. Progressive income taxes, exemption of food and clothing in sales taxes, Medicaid.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand the economic activities of government.

Benchmarks	Examples
1. Students will define and give examples of basic economic terms.	1. Education, road, police, income tax (16 th Amendment), payroll tax, city sales tax, property tax, war bonds.
2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.	2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand concepts that measure the national economy.

Benchmarks	Examples
1. Students will define and give examples of basic economic terms.	1. Unemployment, inflation, interest rates, Gross Domestic Product (GDP)
2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.	2. Unemployment and reductions in output during Great Depression, stagflation of 1970's.

VI. ECONOMICS

A. The Market Economy (Micro Economics)

Standard: The student will understand and explain that the U.S. economy is primarily a free market system.

Benchmarks	Examples
1. Students will understand and explain that free market economies are regulated primarily by supply and demand, and that competition is essential to a free market economy.	

VI. ECONOMICS

B. The National Economy (Macro Economics)

Standard: The student will understand basic measures of overall economic performance.

Benchmarks	Examples
1. Students will analyze the interrelationships among the unemployment rate, the inflation rate, and the rate of economic growth.	1. CPI, GDP
2. Students will describe how the concept of the balance of trade is used to measure the international flow of goods and services.	2. Imports and exports.

VI. ECONOMICS

B. The National Economy (Macro Economics)

Standard: The student will analyze the causes and consequences of overall economic fluctuations.

Benchmarks	Examples
1. Students will describe the basic characteristics of economic recessions and economic expansions.	1. Changes in unemployment and/or income.

VI. ECONOMICS

B. The National Economy (Macro Economics)

Standard: The student will understand the influence of federal government budgetary policy and the Federal Reserve System's monetary policy.

Benchmarks	Examples
1. Students will identify that fiscal policies are decisions to change spending and/or tax levels by the federal government.	1. Tax cuts.
2. Students will explain the direct and indirect effects of fiscal policy on employment, output and the interest rates.	2. Multiplier effects of government spending, crowding out.
3. Students will explain the relationship	3. Debt clock, federal government budget.

between federal budget deficits and the national debt.	
4. Students will identify the ways in which monetary policy influences employment, output, inflation, and interest rates.	4. Interpretation of news item covering Federal Reserve policies.
5. Students will explain how interest rates influence business investment spending and consumer spending on housing, cars, and other major purchases	5. Refinance mortgages, interest rate incentives on new automobiles.

VI. ECONOMICS

B. The National Economy (Macro Economics)

Standard: The student will understand that economic growth is the primary means by which a country can improve the future economic standard of living for its citizens.

Benchmarks	Examples
1. Students will explain that Gross Domestic Product (GDP) per capita is a measure that permits comparisons of material living standards over time and among people in different nations.	1. Bangladesh vs. Singapore vs. United States.
2. Students will identify that the productivity of workers is measured by dividing the output of goods and services by the number of hours worked	2. Productivity simulation.
3. Students will recognize the standards of living increase as the productivity of workers rises.	3. Computers
4. Students will understand that investments in physical capital (machinery, equipment, and structures), human capital (education, training, skills), and new technologies commonly increase productivity and contribute to an expansion of future economic prosperity.	4. Automation, calculators.

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
1. Students will use tables, graphs, equations, diagrams, and charts to interpret economic information.	1. Inflation rate, unemployment rate, the level of national output, interest rates, trade deficit, budget deficit, and the rate of

	economic growth.
2. Students will evaluate the economic implications of current issues as found in such sources as magazine articles, radio and television reports, editorials, and internet sites.	2. Stadium issues, highway construction, local economic development.
3. 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.	

VI. ECONOMICS

C. Essential Skills

Standard: The student will learn and be able to apply personal financial management and investment practices.

Benchmarks	Examples
1. Students will analyze short and long term investment options such as stocks, bonds, real estate, and mutual funds by comparing the risk, return, and liquidity of these instruments.	
2. Students will recognize a proper role of credit and how to utilize risk management strategies including the use of insurance.	
3. Students will explain the concepts of compound interest and the Rule of 72, and the applicability to both investment gains and debt retirement.	

VI. ECONOMICS

D. International Economic Relationships

Standard: The student will understand the key factors involved in the United States' economic relationships with other nations.

Benchmarks	Examples
1. Students will understand and apply the concepts of comparative and absolute advantage in international trade.	
2. Students will analyze the controversy and major arguments for and against international trade agreements such as NAFTA and GATT	
3. Students will know the major	

characteristics of the principal types of economic systems in this world and compare and contrast them with the US system.	
4. Students will know and understand the significance of these concepts: trade deficits, exchange rates, trade barriers, balance of trade, foreign exchange markets, and give examples of their current application to US trade relationships with other countries in the world	
5. Students will know the roles of the World Bank and IMF, analyze their effectiveness in the world community, and critique their operation in a specific country.	
6. Students will examine the impact of US foreign policy on the economies of developing countries.	
7. Students will know and analyze the reasons some countries are characterized as developing countries.	
8. Students will examine the purpose and evaluate the effectiveness of US economic aid to developing countries.	

VI. ECONOMICS

E. Economics and Public Policy

Standard: The student will supply economic theories and concepts to public policy issues.

Benchmarks	Examples
1. Students will know the definitions, evaluate the purposes, and analyze the effects of the following economic activities; government subsidies, government incentives, economic externalities, profit maximization, multinational corporations, unions, right to work laws, government deregulation, entitlements, progressive taxes, government's role in providing in public goods, economic safety nets, and corporate crime.	
2, Students will use their knowledge of economic concepts and data to analyze a	

significant national public policy issue and recommend a solution.	
3. Students will know and analyze how income and wealth are distributed among different sectors of the population.	
4. Students will know how poverty is defined in the US what its poverty has on the short and long run health of the economy.	
5. Students will use their knowledge of economics to describe and analyze significant world economic issues.	
6. Students will use the analytical skills commonly used in economics to analyze public policy issues in their community, state, and nation.	
7. Students will identify and analyze the conflicts that can result from differences between business and interests and community interests.	
8. Students will examine and analyze the economic principles practices in this country to determine their consistency with the democratic principles upon which our country is based.	

V. GEOGRAPHY

B. Essential Skills

Standard: The students will use maps, globes, 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.
3. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior.	3. Fast food restaurant in local community, a good place to found a city, put a church or military installation, locate a solid waste disposal site, and locate a feedlot, voting in presidential elections.

V. GEOGRAPHY

C. Spatial Organization

Standard: The students will understand the regional distribution of the human population at local of 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.

V. GEOGRAPHY

C. Spatial Organization

Standard: The students 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 pattern 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.
3. Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change	3. Native Americans, African Americans, Hispanics, Asian Americans.
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 students 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.
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V. GEOGRAPHY

C. Spatial Organization

Standard: The students 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
1. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States.	1. Patterns of agriculture, industrialization, de-industrialization.
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.
5. Students will describe patterns of consumption and production of the agricultural commodities that are traded among nations.	5. Coffee trade between South America and the United States, grain trade between the United States and the People's Republic of China.
6. Students will describe patterns of consumption and production of fossil fuels that are traded among nations.	6. Oil trade between the Middle East and Europe, aluminum manufacturing in United States, clothing manufacturing in China.
7. Students will describe how geographic models can help to explain the location of commercial activities and land use patterns in the United States and the world	7. Soft drink bottling plants in large American cities, auto assembly plants, clothing manufacturing plants, store locations.
8. Students will explain the variations in economic activity and land use within the state of Minnesota analyze issues related to land use and reach conclusions about the potential for change in various regions.	8. Dairy farming in central Minnesota, Iron Range, sugar beets.
9. Students will describe changes in common statistical measures of population or economy that occur as countries develop economically.	9. Life expectancy, fertility, average income, rates of women's participation in labor force.
10. Students will cite a variety of examples of how economic or political changes in	10. The industrialization of China, or the establishment of international call centers

other parts of the world can affect their lifestyle.	in India.
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V. GEOGRAPHY

D. Interconnections

Standard: The students 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
2. Student will analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources.	2. Recycling, limiting energy, consumption, new fuels.
3. Students will understand and analyze examples of the impacts of natural hazards on human activities and land use.	3. Wildfires in southern California, tornados, hurricanes.

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. Students will demonstrate the ability to use the print and electronic media to do research and analyze data.	1.
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 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
1. Students will define and provide examples of fundamental principles and core values of American political and civic life.	1. Liberty, natural law, the common good, general welfare, justice equality, tolerance, respect for law, rights, responsibilities, social diversity, civic unity, constitutionalism, popular sovereignty, representative democracy, social contract.

VII. GOVERNMENT AND CITIZENSHIP

D. Governmental Processes and Institution

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
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.
3. Students will describe how governments interact in 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 business, 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.	

I. U.S. HISTORY

O. Contemporary United States 1970 to the present.

Standard: The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th Century and the beginning of the 21st Century.

Benchmarks	Examples
2. Students will demonstrate knowledge of economic, social and cultural developments in contemporary United States.	2. Inflation, recession; labor force participation of women and minorities; shift to service economy; “culture wars,” computer revolution; information economy; new immigration in the 1970s, 80s, and 90s; terrorism & civil liberties.