

BEMIDJI AREA SCHOOLS  
SOCIAL STUDIES LEARNER OUTCOMES  
AP European History

III. WORLD HISTORY

A. Beginnings of Human Society and Early Civilizations, to 1000BC

Standard: The student will demonstrate knowledge of the earliest human societies and the processes that led to the emergence of agricultural societies around the world.

Benchmarks	Examples
1. Students will analyze the biological, cultural, geographic, and environmental processes that gave rise to the earliest human communities.	1. Fishing, hunting, gathering; nomadic civilizations.
2. Students will describe innovations that gave rise to developed agriculture and permanent settlements and analyze the impact of these changes.	2. Stone and wood tools, fire, language, art, agriculture, role of women, pottery, clothe (wool/flax), specialization.

III. WORLD HISTORY

A. Beginnings of Human Society and Early Civilizations, to 1000BC

Standard: The student will demonstrate knowledge of the major characteristics of civilization and the process of emergence.

Benchmarks	Examples
1. Students will locate various civilizations of the era in time and place and describe, and Israel compare the cultures of these various civilizations.	1. Egyptian, Mesopotamian, Indus River Valley, Shang Dynasty, Babylonian, Assyrian, Minoan
2. Students will analyze the spread of agricultural societies, and population movements.	2. Mycenaean, Israel, and various others, Mesopotamia, Egypt, Indus River, China, and the later civilizations of the Middle East, including ancient Israel

III. WORLD HISTORY

A. Beginnings of Human Society and Early Civilizations, to 1000BC

Standard: The student will demonstrate knowledge of ancient civilizations in South and East Asia.

Benchmarks	Examples
1. Students will locate various civilizations of the era in India, China, Korea, and Japan, and describe their structures and interactions.	1. Aryan civilization, Mohenjo-daro, Ashoka, Zhou, Qin and Han dynasties, Yamato, Vedas, Hinduism, Buddha, Buddhism, caste system, Confucius, Confucianism, Laozi, Daoism, precursors to the Great Wall; cultural universals of

	economic, political, social, religious, philosophical, and technological characteristics
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III. WORLD HISTORY

B. World Civilizations and Religions, 1000 BC-500 AD

Standard: The student will demonstrate knowledge of ancient African civilizations.

Benchmarks	Examples
1. Students will locate various African civilizations and describe their structures and ways of living.	1. African: Kush, Meroe, use of iron, ocean-going trade

III. WORLD HISTORY

B. World Civilizations and Religions, 1000 BC-500 AD

Standard: The student will demonstrate knowledge of ancient Mesoamerican and South American civilizations

Benchmarks	Examples
1. Students will locate various Mesoamerican and South American civilizations and describe their structures and ways of living	1. Mesoamerica: Olmecs, Maya, Maize cultivation, astronomy and calendars, glyphic writing, monumental building; South American: Chavin, Moche, Nazca; gold, pottery and textiles; monumental building.

III. WORLD HISTORY

B. World Civilizations and Religions, 1000 BC-500 AD

Standard: The student will demonstrate knowledge of ancient Greek civilization and its influence throughout Eurasia, Africa and the Mediterranean.

Benchmarks	Examples
1. Students will analyze the influence of geography on Greek economic, social, and political development, and compare the social and political structure of the Greek city-states with other contemporary civilizations.	1. Mediterranean Sea, mountain barriers, coastal colonies, Black Sea, Trojan War, role of slavery, significance of citizenship, democracy, Solon, Lycurgus.
2. Students will analyze the influence of Greek civilization beyond the Aegean including the conflicts with the Persian empire, contacts with Egypt and South Asia and the spread of Hellenistic culture throughout the Mediterranean.	2. Marathon, Salamis, Platea, Thermopylae, Persian and Peloponnesian Wars, Alexander the Great, Greek drama, philosophy, poetry, history, sculpture, architecture, science, mathematics, politics and ethics, Plato, Socrates, Aristotle, Philip

	II, Euclid, Eratosthenes, Ptolemy, Hippocrates, Zeno
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III. WORLD HISTORY

B. World Civilizations and Religions, 1000 BC-500 AD

Standard: The student will demonstrate knowledge of ancient Rome from about 500 BC to 500 AD and its influence in relation to other contemporary civilization.

Benchmarks	Examples
1. Students will analyze the influence of geography on Roman economic, social and political development, and compare it social and political structure to other contemporary civilizations.	1. Geographic location, Etruscans Patricians, Plebeians, freedmen, slaves, law Senate, army, state.
2. Students will compare Roman military conquests and empire building with those of other contemporary civilizations.	2. Marius, Sulla, Cicero, Julius and Augustus Caesar, Livia, Cleopatra, Bouddica, Punic Wars, Great Jewish War, constantine
3. Students will analyze the influence of Roman civilization, including the contacts and conflicts with it and other peoples and civilizations in Eurasia, Africa, and the near east.	3. Hellenism, Latin, Art and architecture, engineering and science, medicine, literature and history, language, religious institutions, and law. Roman interactions with Hispania, Carthage, Gaul, Egypt, the Germanic peoples of Europe.
4. Students will compare the disintegration of the Western Roman Empire with the fate of other contemporary empires.	4. Migration, cultural assimilation and conflict, religious tensions, population decline, tax problems, over-extended empire, greed and corruption, mercenary army.

III. WORLD HISTORY

C. World Civilizations and religions, 1500 BC – 700 AD

Standard: The student will demonstrate knowledge of the history and rise of major world religions.

Benchmarks	Examples
1. Students will understand the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, as well as indigenous religious traditions.	

III. WORLD HISTORY

D. Early Medieval & Byzantium, 400 AD – 1000 AD

Standard: The student will demonstrate knowledge of the Byzantine Empire.

Benchmarks	Examples
1. Students will describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event.	1. Byzantium, Constantine.
2. Students will describe Byzantine culture and examine disputes and why they led to the split between Eastern and Western Christianity.	2. Architecture, Hagia Sophia, Christian Orthodoxy, Icons.

### III. WORLD HISTORY

#### D. Early Medieval & Byzantium, 400 AD – 1000 AD

Standard: The student will demonstrate knowledge of Europe during the Middle Ages from about 500 to 1000 AD in terms of its impact on Western civilization.

Benchmarks	Examples
1. Students will describe the spread and influence of Christianity throughout Europe and analyze its impact.	1. Catholic Church, monasticism schism.
2. Students will explain the structure of feudal society and analyze how it impacted all aspects of feudal life.	2. Vassals, Fiefs, Manor Serf, Knight, Investiture, Lords, homage, Frankish kings, and Age of Charlemagne.

### III. WORLD HISTORY

#### E. Global Encounters, Exchanges and Conflicts, 500 AD-1500 AD

Standard: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 AD.

Benchmarks	Examples
1. Students will identify historical turning points that affected the spread and influence of Islamic civilization, including disputes that led to the split between Sunnis and Shi'ah (Shi'ites).	1. The Caliphate, Battle of Tours, Conquest of Spain, Slave soldiers
2. Student will explain significant features of the Islamic culture during this period.	2. Science, literature, architecture, schools of law.

### III. WORLD HISTORY

#### E. Global Encounters, Exchanges and Conflicts, 500 AD-1500 AD

Standard: The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere through regional trade patterns.

Benchmarks	Examples
1. Students will describe the influence of geography on the cultural and economic development of Japan, China, Southeast Asia and India.	1. Sui dynasty, Tang dynasty, Nara, Heian, Silla, Samurai, bushido, shogun, Shinto, Genghis Khan, Kublai, Khan, Song, Ming, Delhi Sultanate, Tamerlane, Sikhs, Khmer kingdom, Pagan in Burma, Majapahit on Java, Angkor Wat, Mahayana buddhism, Theravade Buddhism, Tale of Genji; Silk Road, Marco Polo.
2. Students will describe the influence of geography on the cultural and economic development of the African kingdoms of Ghana, Mali and Songhai.	2. Kush, King Exana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe, Axum, Bantu migrations, Sahara salt caravans, Timbuktu

### III. WORLD HISTORY

#### E. Global Encounters, Exchanges and Conflicts, 500 AD-1500 AD

Standard: The student will demonstrate knowledge of the interactions between Christendom and the Islamic world, 750-1500 AD.

Benchmarks	Examples
1. Students will describe the emergence of European states of Christendom and analyze the conflicts among them and other Eurasian powers.	1. England, France, Spain and Russia, Battle of Tours, Charlemagne, William the conqueror, Peter Abelard, Heloise, 100 Years War, Joan of Arc Mongol conquests, Constantinople & the Turks
2. Students will describe the emergence of Islamic states in Africa, the Near East, Iberia and India, and analyze the conflicts among them and other Eurasian powers.	2. The Arab caliphates, the Mughals in India, Islamic states in the Indian ocean, the Moors in Iberia, Arab learning, trade and migration within the Islamic world.
3. Students will analyze the clashes between Christendom, Islam, and other peoples and politics.	3. The Islamic conquest of Jerusalem, <i>jihad</i> and Islam, the European Crusades, Jews in Christendom and the Islamic world, Muslim conflicts with Hindus in India, heresies in Europe, the inquisition, the Spanish “ <i>reconquista</i> ”
4. Students will analyze the emergence of the Ottoman Empire and its implication for Christendom, the Islamic World, and other politics.	4. The Byzantine Empire, Orthodox Christianity, Constantinople, Istanbul, the Battle of Lepanto, Russia and Austria-Hungary, Greek and Latin learning in Christendom and the Islamic World, the Byzantine diaspora, Venice, Italy, the Balkan Peninsula, the Middle East and Asia.

III. WORLD HISTORY

E. Global Encounters, Exchanges and Conflicts, 500 AD-1500 AD

Standard: The student will demonstrate knowledge of overseas trade, exploration, and expansion in the Mediterranean, Indian, and Atlantic Oceans, 1000-1500 AD

Benchmarks	Examples
1. Students will compare the Indian Ocean region with the Mediterranean Sea region in terms of economic, political, and cultural interactions, and analyze the nature of their interactions after 1250 CE.	1. The Levant, spice trade, silks, Indian ocean trade networks, Venice, Genoa and Italian trade with the East, in-land trade networks in Europe and Asia, the Silk Road, the Low Countries and Italy, banking and finance in Europe and Asia, the fuggers and Medici.
2. Students will compare Chinese exploration and expansion in the Indian Ocean and East Africa with European exploration and expansion in the Atlantic Ocean and West Africa.	2. Voyages of Zheng He, Prince Henry the Navigator, navigation science, ship technology, piracy, colonialism, cartography, slavery, commerce.
3. Students will analyze the economic, political and cultural impact of maritime exploration and expansion.	3. Artistic interactions (i.e. the non-European in European art), Arab learning in Christendom and elsewhere, the spread and influence of Classical Arab, Chinese, Greek, and Latin civilization, scientific and technological exchanges (i.e. algebra, gunpowder, paper, the compass, etc.)

III. WORLD HISTORY

E. Global Encounters, Exchanges and Conflicts, 500 AD-1500 AD

Standard: The student will demonstrate knowledge of complex societies and civilizations in the Americas.

Benchmarks	Examples
1. Students will compare the emergence, expansion and structures of Mayan, Incan, and Aztec civilizations.	1. Yucatan Peninsula, Mayan mathematics (the use of zero) astronomy and calendar making; the Mayan city states; commerce, agriculture, pottery and textiles, civil war and relations with other Mesoamerican peoples; Chichen Itza and Uxmal; Aztec migration from North; tenochitlan, Triple Alliance, poetry, gold, silver, pottery, textiles, maize cultivation, chinampas (“floating gardens”), religion law, bureaucracy, Aztec monarchy versus Mayan city-states, glyphic writing; limits to expansion such as Tlaxcala. Cuzco, Pachacuti; Huayna Capac, solar religion,

	gender complementarities; mathematics, astronomy, engineering, terraced agriculture; camelid herding; textiles, quipu record keeping; bureaucracy.
2. Students will analyze patterns of long distance trade centered in Mesoamerica.	2. Aztec expansion and colonization in central Mexico and Central America; Mayan causeways in the Yucatan Peninsula and Central America; trade and cultural exchange between the Andes region, Yucatan, Central America, and Mexico

### III. WORLD HISTORY

#### E. Global Encounters, Exchanges and Conflicts, 500 AD-1500 AD

Standard: The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.

Benchmarks	Examples
1. Students will describe the emergence of European states and analyze the impact.	1. England, France, Spain and Russia, Charlemagne, William the Conqueror, Peter Abelard, Heloise, 100 years' War, Joan of Arc.
2. Students will explain conflicts among Eurasian powers	2. Crusades, the Mongol conquests, Constantinople and the Turks
3. Students will identify patterns of crisis and recovery related to the Black Death, and evaluate their impact.	3. Population decline, collapse of feudal economy and political system.
4. Students will explain Greek, Roman and Arabic influence on Western Europe.	4. Role of Arabic and Byzantine civilizations, philosophy, medicine, science.

### III. WORLD HISTORY

#### F. Emergence of a Global Age, 1450 AD – 1800 AD

Standard: The student will demonstrate knowledge of economic and political interactions among peoples of Europe Asia, Africa, and the America's.

Benchmarks	Examples
1. Students will explain why European powers were able to extend political control in some world regions and not others, in the 15 <sup>th</sup> and 16 <sup>th</sup> Centuries.	1. Compare the interaction between the Spanish and the Aztecs to the Portuguese in India or East Asia.
2. Students will explain the consequences of the exchange of plants, animals, and disease microorganisms in both the Americas and Eurasia.	2. Demographic collapse of American Indian populations; introduction of "New World Crops" into European and Chinese diets.
3. Students will explain the development of a world market of mineral and	3. Development of plantation system for sugar, cotton, tea, spices; new world gold

agricultural commodities	and silver, the fur trade, and European development.
4. Students will explain the development of the trans-Atlantic African slave trade and its impact on African and American societies	4. Slavery in Christian Europe, in Islamic world practices, in the Americas; the Triangle Trade; Middle Passage; organization of plantation labor and slave resistance.

### III. WORLD HISTORY

#### F. Emergence of a Global Age, 1450 AD – 1800 AD

Standard: The student will demonstrate knowledge of development leading to the Renaissance and Reformation in Europe in terms of its impact on Western civilization.

Benchmarks	Examples
1. Students will identify and analyze the economic foundations of the Renaissance	1. Johann Gutenberg, printing press, growth of cities, destruction of feudal/manorial system, growth of monetary economy, rise of capitalism, commercial revolution.
2. Students will describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact.	2. Machiavelli, Medicis, Florence, Urbino, Venice, Genoa, Milan
3. Students will identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period.	3. Leonardo ad Vinci, Michelangelo, Patriarch, Shakespeare, Dante, Erasmus s, Darer.
4. Students will analyze the short and long term effects of the religious, political, and economic differences that emerged during the Reformation.	4. The views and actions of: Martin Luther, John Calvin; Henry VIII, Elizabeth I, Mary Tudor, and Mary, Queen of Scots inquisition, Thirty Years' Treaty of Westphalia.

### III. WORLD HISTORY

#### F. Emergence of a Global Age, 1450 AD – 1800 AD

Standard: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 AD.

Benchmarks	Examples
1. Students will identify and explain the impact of exploration on culture and economics.	1. Spice trade, monopolies, navigation instruments; role of banking, colonial economies.
2. Students will describe the location and development of the Ottoman Empire	2. 1453 A.D., Mediterranean and Middle East location, Lecanto, Suleiman.

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 trade, 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 17<sup>th</sup> and 18<sup>th</sup> 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 its impact.	Monarchies of Louis XIV, Frederick the Great, Peter the Great, Catherine the Great
3. Students will identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the	3. Cromwell, Roundheads/Cavaliers, Charkes I, rump parliament, restoration, Charles II, James II, William and Mary

development of English constitutionalism.	
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 19<sup>th</sup> Century.

Benchmarks	Examples
1. Students will analyze the Napoleonic Wars and the Concert of Europe	1. Napoleon, Garibaldi, Bismarck, Congress of Vinna, Metternich, Concordat, Napoleonic Code, Austrlitz, 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 <sup>th</sup> 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.
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### 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 19<sup>th</sup> 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 their actions	5. Joseph Stalin, Adolph Hitler, Benito Mussolini, Hirohito, and Hideka Tojo, totalitarianism, fascism, Nazism

### 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 <sup>th</sup> 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 <sup>th</sup> 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 20<sup>th</sup> 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 <sup>th</sup> 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 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	3. Poultry production, genetically modified crops, the role of Norman Borlaug in the Green Revolution.

patterns of crop and livestock production.	
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.

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 process 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.

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 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.

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
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.	