



Grade 7 Academic Standards in  
Social Studies

June 2013

**Word Tables of Standards ONLY**

**This Word version of the 2.17.12 social studies standards (DRAFT for Rulemaking 2.17.12) document contains the standards ONLY; no explanatory information is provided.**

It is likely the 2014 grade seven text will be different. Also, the review committee is waiting to see if the text representative will be adding additional content, and if they are ordering the full version or the modern version "Reconstruction to Present." If so, can they get a survey version of early America attached to the beginning of the text they order?

## Grade 7: United States Studies (1800 to present)

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|  | <p>Grade seven features history as the lead discipline with a strong secondary emphasis on citizenship and government. The interdisciplinary “Studies” approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation’s history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation’s history.</p> |
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Bemidji Area Schools Grades 5 & 6 are overlapping with McGraw Hill text 2013 “Discovering Our Past: A History of the United States,” Chapter 8 ‘The Constitution’ (p. 208-220); Lessons: Principles of the Constitution and Teaching Government and the People.

| Gr. | Strand                        | Sub-strand      | Standard<br>Understand that...   | Code      | Benchmark  |
|-----|-------------------------------|-----------------|--|-----------|--|
| 7   | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 7.1.1.1.1 | <p>Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p><i>For example:</i> Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting.</p> |

| Gr. | Strand                        | Sub-strand                                  | Standard<br>Understand that...  | Code      | Benchmark   |
|-----|-------------------------------|---|---|-----------|---|
| 7   | 1. Citizenship and Government | 2. Civic Values and Principles of Democracy | 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | 7.1.2.3.1 | Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.<br><br><i>For example:</i> Equality, liberty, First Amendment rights, criminal rights, civil rights,<br><br>Civil Rights – p. 814-819.<br>Chapter 18 - Reconstruction<br>Dec - p. 130-133, p. 137-140<br>Const. - p. 184-191, Chapter 8<br>“Constitution” p. 204-246 |
|     |                               |   |   |           | Explain landmark Supreme Court (may get a Supreme Court suppl. Material) decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights. P. 815-816<br><br><i>For example:</i> Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.   |
|     |                               | 3. Rights and Responsibilities              | 6. Citizenship and its rights and duties are established by law.  | 7.1.3.6.1 | Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making. Usually done during election season. Also, election of 1860.   |
|     |                               |   |   |           | 7.1.3.6.2   |
|     |                               |   | 5. Individuals in a republic have rights, duties and responsibilities.<br><br>Grade 5   | 7.1.3.5.1 |   |

| Gr. | Strand                        | Sub-strand   | Standard Understand that...   | Code      | Benchmark  |
|-----|-------------------------------|--|---|-----------|--|
| 7   | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.<br>Grade 5   | 7.1.4.7.1 | Describe historical applications of the principle of checks and balances within the United States government (p. 198, 208).<br><i>For example:</i> Johnson's impeachment (p. 221), Roosevelt's court packing plan, War Powers Resolution.  |
|     |                               |  | 8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. Native Americans and AIM movement - p. 838; Americans with Disabilities – p.839; Latin American Rights – p. 836-837; Women's Rights – p. 834-835<br>Grade 5 | 7.1.4.8.1 | Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights (p. 209), supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.<br><i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments (p. 233), Civil Rights Act of 1964 (p. 825). |
|     |                               |  |   | 7.1.4.8.2 | Describe the amendment process (p. 210-211) and the impact of key constitutional amendments.   |

| Gr. | Strand                        | Sub-strand   | Standard Understand that...   | Code       | Benchmark   |
|-----|-------------------------------|--|---|------------|---|
|     |                               |  | 10. Free and fair elections are key elements of the United States political system.   | 7.1.4.10.1 | Analyze how changes in election processes over time contributed to freer and fairer elections.<br><i>For example:</i> Fifteenth (p.236), Seventeenth (p.237), and Nineteenth Amendments; Voting Rights Act (p.831) of 1965; redistricting.  |
| 7   | 1. Citizenship and Government | 5. Relationships of the United States to other nations and organizations | 11. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.   | 7.1.5.11.1 | Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.<br>Berlin Airlift – p. 787<br>Cuban Missile Crisis – p. 850<br>Foreign Aid – throughout year<br>League of Nations – p. 696<br>Lend Lease – p. 784<br>United Nations – p. 784-785   |
|     | 2. Economics                  | 1. Economic Reasoning Skills   | 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.<br><br>Grade 5 | 7.2.1.1.1  | Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.<br><i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.<br>Roaring 20's – throughout year<br>Great Depression – throughout year<br>Prosperity; Consumer Society – p. 802-807 |

| Gr. | Strand       | Sub-strand              | Standard Understand that...   | Code      | Benchmark  |
|-----|--------------|-------------------------|---|-----------|--|
|     |              | 3. Fundamental Concepts | 3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.   | 7.2.3.3.1 | <p>Explain how items are allocated or rationed when scarcity exists. (throughout year)</p> <p><i>For example:</i> Sugar, gasoline and other goods rationed by coupons during WWII p.758); Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price.</p> <p>Scarcity – Gas; Housing Market</p> |
| 7   | 2. Economics | 4. Microeconomics       | 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | 7.2.4.5.1 | <p>Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market.</p> <p><i>For example:</i> Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.</p> <p>Throughout year</p>   |

| Gr. | Strand       | Sub-strand                                      | Standard<br>Understand that...   | Code      | Benchmark   |
|-----|--------------|---|--|-----------|---|
|     |              | 4. Microeconomics                               | <p>6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.</p> <p>Grade 5</p> | 7.2.4.6.1 | <p>Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects.</p> <p><i>For example:</i> Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook).<br/>Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.</p> <p>Throughout year</p> |
| 7   | 3. Geography | 1. Geospatial Skills—The World in Spatial Terms | <p>1. People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context.</p> <p>Grade 5</p>   | 7.3.1.1.1 | <p>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>For example:</i> “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p> <p>Similar Grades 5, 6, 7, 8</p> <p>Reference pages 8-17</p> <p>Civil War; Imperialism: WWI; WWII; maps</p>                          |

| Gr. | Strand     | Sub-strand                                | Standard<br>Understand that...  | Code      | Benchmark  |
|-----|------------|---|---|-----------|--|
|     | 4. History | 1. Historical Thinking Skills             | <p>2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p> <p>Grade 5</p> | 7.4.1.2.1 | <p>Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.</p> <p>Constitution; Declaration of Independence; Emancipation Proclamation; Gettysburg Address; Yellow Journalism</p> |
|     |            | 2. Peoples, Cultures and Change Over Time | <p>4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</p>                        | 7.4.2.4.1 | <p>Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.</p>  |

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| 7   | 4. History | 4. United States History | 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) | 7.4.4.18.1 | Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation.(Expansion and Reform: 1792-1861)<br><br><i>For example:</i> Tecumseh's War 9p. 265, 282-285), Adams-Onis Treaty of 1819, Texas annexation, Oregon Trail (p.350-351), "Manifest Destiny" concept (p. 345, 351-352) |
|     |            |                          |   | 7.4.4.18.2 | Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)<br><br><i>For example:</i> Cotton gin (p. 297, 388), power loom, steam engine, railroad.<br><br>Cotton Gin; Railroad – p.378-379  |
|     |            |                          |   | 7.4.4.18.3 | Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861)<br><br><i>For example:</i> Second Great Awakening (p. 404), Underground Railroad (p. 402-403), 1848 Seneca Falls convention (p. 415-417), Ten-Hour movement.   |

| Gr. | Strand     | Sub-strand               | Standard Understand that...  | Code       | Benchmark  |
|-----|------------|--------------------------|--|------------|--|
| 7   | 4. History | 4. United States History | 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) | 7.4.4.19.1 | Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)<br><i>For example:</i> Missouri Compromise (p.312), Nullification Crisis, Compromise of 1850 (p.430-431), Bleeding Kansas.<br>Chapter 16   |
|     |            |                          |  | 7.4.4.19.2 | Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)<br>p. 425-490; p. 494-510  |
|     |            |                          |  | 7.4.4.19.3 | Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)<br><i>For example:</i> Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.<br>p. 501-502 |

| Gr. | Strand     | Sub-strand               | Standard Understand that...  | Code       | Benchmark   |
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| 7   | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.1 | <p>Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck &amp; Co.</p> <p>Ch. 20 Industrial Age – p. 352-369</p>  |
|     |            |                          |  | 7.4.4.20.2 | <p>Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> The “New Immigration” from Eastern and Southern Europe, “Great Migration” of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.</p> <p>Ch. 21 Urban Society – p. 370-387</p> |
|     |            |                          |  | 7.4.4.20.3 | <p>Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).</p> <p>Ch. 22 Progressive Era – p. 388-407</p>  |

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| 7   | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.4 | Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920)<br><i>For example:</i> Withdrawal of federal troops from the South in 1877, Southern "redeemer" governments, 1892 <i>Plessy v. Ferguson</i> decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.<br>Ch. 18 & 19 – p. 325-331; p. 343-351 |
| 7   | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.5 | Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920)<br><i>For example:</i> National American Woman Suffrage Association, National Woman's Party.<br>p. 610-615   |

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| 7   | 4. History | 4. United States History | 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) | 7.4.4.20.6 | Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920)<br><i>For example:</i> Spanish-American War, “Big Stick” and Dollar Diplomacy, annexation of Hawaii.<br>p. 634-647  |
|     |            |                          |  | 7.4.4.20.7 | Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920)<br><i>For example:</i> Submarine warfare, the sinking of the <i>Lusitania</i> , Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.<br>p. 655-689 |
|     |            |                          |  | 7.4.4.20.8 | Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920)<br><i>For example:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.  |

| Gr. | Strand     | Sub-strand               | Standard Understand that...   | Code       | Benchmark  |
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| 7   | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) | 7.4.4.21.1 | <p>Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.</p> <p>p. 711-743</p>  |
|     |            |                          |   | 7.4.4.21.2 | <p>Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Bonus Army, “Okie” migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p> |
|     |            |                          |   | 7.4.4.21.3 | <p>Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.</p> <p>p. 743-780</p>   |

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| 7   | 4. History | 4. United States History | 21. The economic growth, cultural innovation and political apathy of the 1920s ended in Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) | 7.4.4.21.4 | Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945)<br><br><i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.<br><br>p. 743-780 |
|     |            |                          | 22. Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)                | 7.4.4.22.1 | Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)<br><br>p. 781-810<br><br><i>For example:</i> Military actions—Korean War, Cuban Missile Crisis, Vietnam War (p. 852-870). Non-military actions—Marshall Plan, North Atlantic Treaty Organization, the "Kitchen Debate," the Space Race.  |
|     |            |                          |   | 7.4.4.22.2 | Analyze the social and political effects of the Cold War on the people of the United States. (Post-World War II United States: 1945-1989)<br><br><i>For example:</i> Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.<br><br>p. 781-810   |

| Gr. | Strand     | Sub-strand               | Standard Understand that...  | Code       | Benchmark   |
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| 7   | 4. History | 4. United States History | 22. Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) | 7.4.4.22.3 | Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)<br><br><i>For example:</i> Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation—United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.<br><br>p. 905-913 |
|     |            |                          |  | 7.4.4.22.4 | Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)<br><br><i>For example:</i> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.<br><br>p. 800-810                                       |
|     |            |                          |  | 7.4.4.22.5 | Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)<br><br><i>For example:</i> G.I. Bill, Fair Deal, New Frontier, Great Society.<br><br>p. 800-810  |
|     |            |                          |  | 7.4.4.22.6 | Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989)<br><br>p. 811-842  |

| Gr. | Strand     | Sub-strand               | Standard<br>Understand that...  | Code       | Benchmark   |
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| 7   | 4. History | 4. United States History | 23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present) | 7.4.4.23.1 | Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present)<br><i>For example:</i> New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.<br>p.899-940  |
|     |            |                          |   | 7.4.4.23.2 | Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (The United States in a New Global Age: 1980-present)<br><i>For example:</i> North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.<br>p.924-942 |