



Bemidji Area Schools  
9-12 Academic Standards in  
Social Studies  
2013  
**Tables of Standards**  
**A. P. European History**

## Grades 9-12

Students in high school (grades 9-12) pursue in-depth study of social studies content that equips them with the knowledge and skills required for success in postsecondary education (i.e., freshman level courses), the skilled workplace and civic life. The amount of content in the standards for each discipline corresponds to the course credit graduation requirements identified in Minn. Stat. § 120B.024 which are as follows:

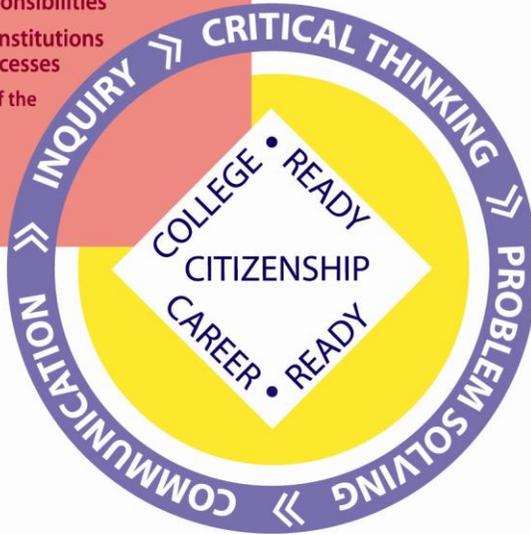
- 3.5 social studies credits encompassing at least United States history, geography, government and citizenship, world history, and economics- OR-
- 3.0 social studies credits encompassing at least United States history, geography, government and citizenship, and world history, and .5 credit of economics taught in a school's social studies, agriculture education, or business department.

Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. Although the standards are organized by discipline, they may be delivered in an interdisciplinary context.

Social Studies Standards Grades 9 through 12				
<b>Strand 1:</b>  <b>Citizenship &amp; Government</b>	<b>Strand 2:</b>  <b>Economics</b>	<b>Strand 3:</b>  <b>Geography</b>	<b>Strand 4:</b>  <b>History</b> ■ U. S. History	<b>Strand 4:</b>  <b>History</b> ■ World History
0.5 credit recommended	0.5 credit recommended	0.5 credit recommended	1 credit recommended	1 credit recommended

# CITIZENSHIP & GOVERNMENT

- Civic Skills
- Civic Values and Principles of Democracy
- Rights and Responsibilities
- Governmental Institutions and Political Processes
- Relationships of the U.S. to Other Nations and Organizations



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	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.	9.1.1.1.3	Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	1. Citizenship and Government	2. Civic Values and Principles of Democracy	2. 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.	9.1.2.2.2	Identify the sources of governmental authority; explain popular sovereignty (consent of the governed) as the source of legitimate governmental authority in a representative democracy or republic.



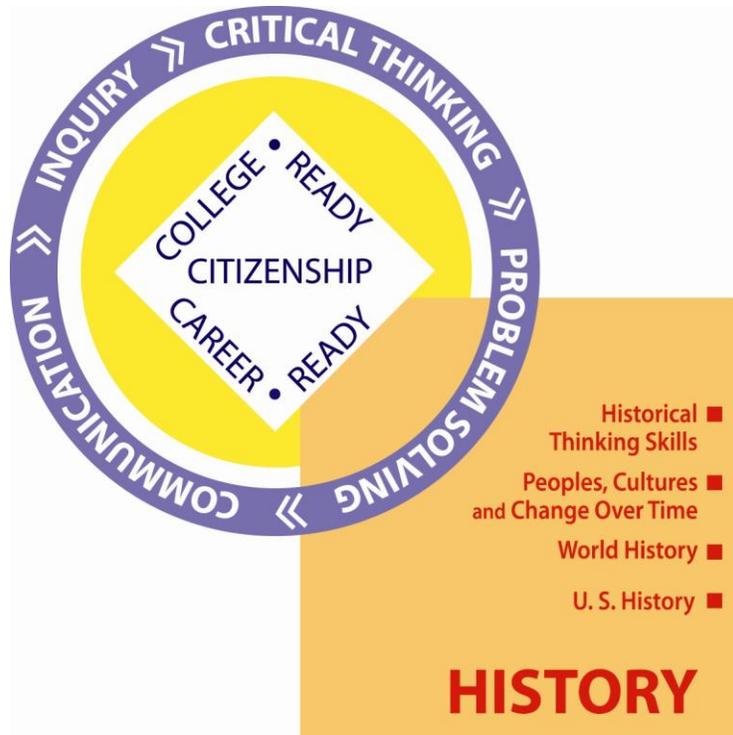
Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	2. Economics	3. Fundamental Concepts	4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.	9.2.3.4.2	<p>Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems.</p> <p><i>For example:</i> Characteristics—ownership of resources, consumer sovereignty, amount of government involvement, underlying incentives, compatibility with democratic principles. How does each system answer these questions: What to produce? How to produce? For whom to produce?</p>

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9 10 11 12	2. Economics	4. Microeconomic Concepts	8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.	9.2.4.8.3	<p>Identify measures of income distribution, wealth distribution and poverty and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs.</p> <p><i>For example:</i> Measures—Gini coefficient, poverty line, wealth of richest twenty percent divided by wealth of poorest twenty percent. Effects—a different income or wealth distribution would result in a different allocation of resources. Government programs—Social Security, basic welfare, unemployment compensation.</p>



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	2. Places and Regions	3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	9.3.2.3.1	<p>Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.</p> <p><i>For example:</i> Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), vegetation, weather and climate. Human characteristics—bridges (Golden Gate Bridge), Erie Canal, cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	3. Human Systems	7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).	9.3.3.7.3	Explain how social, political and economic processes influence the characteristics of places and regions.
			9.3.3.8.1	Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.	
8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.			9.3.3.8.2	Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.	
			9.3.3.8.3	Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.	



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	1. Historical Thinking Skills	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.	9.4.1.2.1	Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.
9.4.1.2.2				Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.	

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	<p>8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems.</p> <p>(Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)</p>	9.4.3.8.3	Analyze the emergence, development, and impact of religions and philosophies of this era, including Hinduism, Confucianism, Buddhism, Judaism and Christianity. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)
<p>9. Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)</p>			9.4.3.9.1	Describe the rise and significance of Islam in Southwest Asia and its expansion and institutionalization into other regions. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	9. Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	9.4.3.9.5	Compare and contrast the cultures in eastern and western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)  <i>For example:</i> The Black Death, Byzantine Empire, Eastern Orthodoxy, Roman Catholicism.
9 10 11 12	4.History	3. World History	10. New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power. (Emergence of the First Global Age: 1450-1750)	9.4.3.10.1	Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world. (Emergence of the First Global Age: 1450-1750)
				9.4.3.10.2	Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization. (Emergence of the First Global Age: 1450-1750)  <i>For example:</i> Maritime technology, Reconquista.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	11. Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)	9.4.3.11.1	Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922)  <i>For example:</i> Causes— development of new sources of energy/ power, Enclosure Act, Agricultural Revolution. Impact— Emancipation of serfs in Russia, unionized labor, rise of banking, growth of middle class.
9.4.3.11.2				Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922)	
9.4.3.11.5				Describe the origins and spread of the transatlantic abolition movement; evaluate its effects on the end of the African slave trade and chattel slavery in law and in practice. (The Age of Revolutions: 1750-1922)  <i>For example:</i> French Revolutionaries' abolition of slavery in 1794 and Napoleon's re-legalization of slavery in French colonies in 1802; Haitian independence and abolition in 1804; 1787 founding of the British colony of Sierra Leone; British Society for the Abolition of the Slave Trade and Parliament's 1807 Abolition of the Slave Trade Act; Mexican Revolutionaries' abolition in 1810.	
9.4.3.11.6				Compare and contrast the development and results of state building and nationalism in the nineteenth century. (The Age of Revolutions: 1750-1922)  <i>For example:</i> Mexico, Germany, Japan, Zionism.	

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9 10 11 12	4.History	3. World History	11. Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)	9.4.3.11.7	Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750-1922) <i>For example:</i> Berlin Conference, Treaty of Nanking, Sepoy Rebellion (India's First War of Independence).
				9.4.3.11.8	Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750-1922) <i>For example:</i> Opium War, Boxer Rebellion, Meiji Restoration.
9 10 11 12	4.History	3. World History	12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)	9.4.3.12.1	Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950) <i>For example:</i> Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.
				9.4.3.12.2	Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis & Achievement: 1900-1950)

Gr.	Strand	Sub-Strand	Standard Understanding that...	Code	Benchmark
9 10 11 12	4. History	3. World History	12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)	9.4.3.12.3	Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950) <i>For example: Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.</i>
9.4.3.12.4				Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime’s “war against the Jews” and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era. (A Half Century of Crisis and Achievement: 1900-1950)	
9.4.3.12.5			Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half Century of Crisis and Achievement: 1900-1950) <i>For example: Developments—electricity, automobile, hydrogen bomb, vaccines.</i>		

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	13. Post- World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)	9.4.3.13.3	Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950-1989)  <i>For example:</i> The Congo, Nicaragua, Afghanistan.
14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989-Present)			9.4.3.14.2	Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries. (The New Global Era: 1989 to Present)	

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	4. United States History	16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)	9.4.4.16.1	Analyze the consequences of the transatlantic Columbian Exchange of peoples, animals, plants and pathogens on North American societies and ecosystems. (Colonization and Settlement: 1585-1763)