



Bemidji Area Schools

9-12 Academic Standards in

Social Studies

2013

Tables of Standards

Social Studies I – Grade 9 Civics

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:

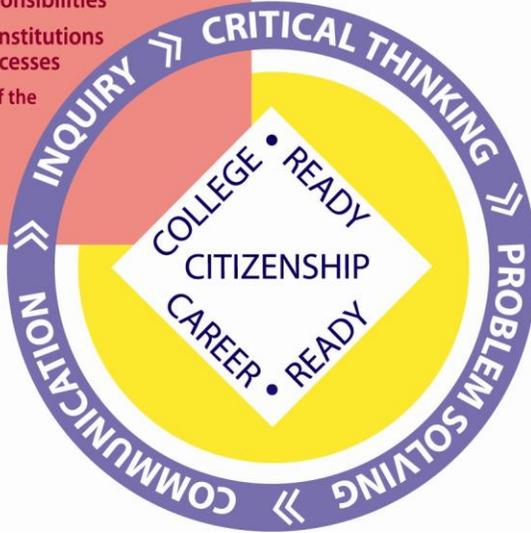
- 3.5 social studies credits encompassing at least United States history, geography, government and citizenship, world history, and economics- OR-
- 3.0 social studies credits encompassing at least United States history, geography, government and citizenship, and world history, and .5 credit of economics 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				
Strand 1: Citizenship & Government	Strand 2: Economics	Strand 3: Geography	Strand 4: History ■ U. S. History	Strand 4: History ■ 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.	9.1.1.1.1	Demonstrate skills that enable people to monitor and influence state, local and national affairs. <i>For example:</i> Working with others; conducting civil conversations; articulating ideas and interests; negotiating differences and managing conflict with people or groups who have different perspectives; using parliamentary procedures; building consensus.
9.1.1.1.2				Demonstrate the skills necessary to participate in the election process, including registering to vote, identifying and evaluating candidates and issues, and casting a ballot.	

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.	9.1.2.2.1	Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.
				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	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.	9.1.2.3.1	Define and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights. <i>For example:</i> Documents—Mayflower Compact, English Bill of Rights, the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, the Constitution, selected Federalist Papers (such as 10, 39, 51, 78), the Bill of Rights.
				9.1.3.4.1	Analyze the meaning and importance of rights in the United States Constitution and the Bill of Rights and subsequent amendments; compare and contrast these with rights in the Minnesota Constitution.
		3. Rights and Responsibilities	4. Individuals in a republic have rights, duties and responsibilities.	9.1.3.4.2	Explain the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretation.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark			
9 10 11 12	1. Citizenship and Government	3. Rights and Responsibilities	4. Individuals in a republic have rights, duties and responsibilities.	9.1.3.4.3	Explain the scope and limits of rights of the accused under the Fourth, Fifth, Sixth, and Eighth Amendments and changes created by legislative action and court interpretation.			
				9.1.3.4.4	Explain the current and historical interpretations of the principles of due process and equal protection of the law; analyze the protections provided by the Fourteenth Amendment.			
				9.1.3.4.5	Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic. <i>For example:</i> Paying taxes, obeying the law, responding to government requests such as subpoenas, informed participation in voting and public decision-making, developing and defending positions on public policy issues, monitoring, influencing decision making.			
						5. Citizenship and its rights and duties are established by law.	9.1.3.5.1	Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship, and explain the duties of citizenship including service in court proceedings (jury duty) and selective service registration (males).
							9.1.3.5.2	Describe the process of naturalization; explain the role of the federal government in establishing immigration policies.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	1. Citizenship and Government	4. Governmental Institutions & Political Processes	6. 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.	9.1.4.6.1	Explain federalism and the provisions of the United States Constitution which delegate to the federal government the powers necessary to fulfill the purposes for which it was established; distinguish between those powers and the powers retained by the people and the states. <i>For example:</i> Necessary and Proper Clause (“elastic clause”), Commerce Clause, Ninth and Tenth Amendments.
9.1.4.6.2				Explain the purposes, organization, functions and processes of the legislative branch as enumerated in Article I of the United States Constitution.	
9.1.4.6.3				Explain the purposes, organization, functions and processes of the executive branch as enumerated in Article II of the United States Constitution.	
9.1.4.6.4				Explain the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution.	
9.1.4.6.5				Describe the systems of enumerated and implied powers, separation of powers and checks and balances.	
9.1.4.6.6				Evaluate the importance of an independent judiciary, judicial review and the rule of law.	
9.1.4.6.7				Explain the powers and operations of the State of Minnesota government as defined in its Constitution and its relationship with the federal government.	

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9 10 11 12	1. Citizenship and Government	4. Governmental Institutions & Political Processes	6. 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.	9.1.4.6.8	Explain the powers and operations of local (county, city, school board, township) government in Minnesota.
				9.1.4.6.9	Compare and contrast the budgets of the United States and Minnesota governments describing the major sources of revenue and categories of spending for each. <i>For example:</i> Sources of revenue—sales, income and property taxes, fees. Categories of spending—leases (mineral, water, oil, lumber), defense, public safety, education, entitlements, transportation, welfare.
			8. Public policy is shaped by governmental and non-governmental institutions and political processes.	9.1.4.8.1	Evaluate the impact of political parties on elections and public policy formation.
			9. Free and fair elections are key elements of the United States political system.	9.1.4.9.1	Analyze how the United States political system is shaped by elections and the election process, including the caucus system and procedures involved in voting.
9 10 11 12	1. Citizenship and Government	5. Relationships of the United States to Other Nations and Organizations	10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.	9.1.5.10.1	Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
			12. Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.	9.1.5.12.1	<p>Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.</p> <p><i>For example:</i> Different types of governments—monarchies, theocracies, dictatorships, representative governments.</p>



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	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.	9.2.1.1.1	Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices. <i>For example:</i> Decision-making techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision) , benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	2. Economics	2. Personal Finance	2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.	9.2.2.2.1	<p>Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p><i>For example:</i> Goals—college education, start a business, buy a house, retire comfortably; calculate net (or disposable) income. Plan—calculate necessary saving to meet a financial goal; create a cash-flow or income-expense statement; create a balance sheet showing assets and liabilities.</p>
9.2.2.2.2				<p>Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.</p> <p><i>For example:</i> Apply PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). Investment options—stocks, bonds, savings account, CDs, real estate. Risk management strategies—diversification, dollar-averaging, safe driving, buying homeowners insurance.</p>	
9.2.2.2.3				<p>Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p><i>For example:</i> Two typical costs of credit are the finance charges and a lower degree of financial security. A person’s FICO score is a measure of their character and the lower it is, the higher the interest rates they usually must pay to borrow.</p>	

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9 10 11 12	2. Economics	2. Personal Finance	2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.	9.2.2.2.4	<p>Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p><i>For example:</i> Unit pricing, sales tactics which can help or hinder choices, advertising which can provide useful information or misleading claims, scams, fraudulent offers.</p>
3. Fundamental Concepts		3. Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.	9.2.3.3.1	<p>Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).</p> <p><i>For example:</i> An opportunity cost of choosing to spend more than your income, be it an individual or government, is less financial security and ability to spend later.</p>	
		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.	9.2.3.4.1	<p>Explain how the availability of productive resources and technology limits the production of goods and services.</p> <p><i>For example:</i> Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change.</p>	

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>
9.2.3.4.3				<p>Define broad economic goals and describe the trade-offs that exist between them; evaluate how different economic systems achieve these goals in theory and in practice.</p> <p><i>For example:</i> Economic goals—efficiency, equity, security, stability, freedom, growth. Trade-offs—a market-based economy may achieve the goals of efficiency and freedom, but sometimes at the expense of security and equity; a command economy is more equitable in theory than in practice.</p>	

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9 10 11 12	2. Economics	4. Microeconomic Concepts	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.	9.2.4.5.1	Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy. <i>For example:</i> Circular flow model—households sell resources to earn income to buy goods and services; businesses buy resources to produce goods and services they sell for revenue; governments impose taxes and buy goods and services.
9.2.4.5.2				Describe the role of markets in the movement of resources, goods and services, and money in an economy. <i>For example:</i> Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers).	
9.2.4.5.3				Explain that market demand is based on each buyer's willingness and ability to pay and the number of buyers in the market; analyze the effect of factors that can change demand. <i>For example:</i> Factors—income/wealth, prices of other goods, consumer tastes and preferences, expectations. An increase in the price of sugar leads to an increase in the demand for corn syrup, a substitute.	
9.2.4.5.4				Explain that market supply is based on each seller's cost and the number of sellers in the market; analyze the effect of factors that can change supply. <i>For example:</i> Factors—productivity of resources, price of resources, government taxes and subsidies, profit expectations; a fall in the price of leather leads to an increase in the supply of baseball gloves due to the lower cost of production.	

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9 10 11 12	2. Economics	4. Microeconomic Concepts	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.	9.2.4.5.5	Use demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses. <i>For example:</i> If the price of houses is such that the quantity offered by sellers exceeds the quantity demanded by buyers, a housing surplus would exist which would lead sellers to offer lower prices.
9.2.4.5.6				Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets. <i>For example:</i> An increase in the price of oil increases the cost of producing gasoline. This reduces (“leftward shifts”) the supply of gasoline, leading to an increase in the price of gasoline and a reduction in the quantity of gasoline sold.	
9.2.4.6.1			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. Compare and contrast characteristics of various market structures. <i>For example:</i> Characteristics—number of firms, amount of product differentiation, amount of market integration, barriers to entry, type of business organization. Market structures—perfect competition, polyopoly (or monopolistic competition), oligopoly, monopoly.		

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9 10 11 12	2. Economics	4. Microeconomic Concepts	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.	9.2.4.6.2	<p>Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market.</p> <p><i>For example:</i> Impact—In perfectly-competitive markets, profits direct resources to their most-valued use (the "invisible hand of the market"); a monopoly will restrict output below the efficient (or competitive) amount in order to drive up price and earn economic profits.</p>
7. Resource markets and financial markets determine wages, interest rates and commodity prices.			9.2.4.7.1	<p>Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets.</p> <p><i>For example:</i> Retiring baby-boomers will likely lead to labor shortages; increases in worker productivity lead to increases in the demand for labor and higher wages; minimum wage laws lead to higher wages but also cause labor surpluses.</p>	
			9.2.4.7.2	<p>Explain the role of financial institutions and credit markets in the acquisition of capital.</p> <p><i>For example:</i> Financial institutions (intermediaries between savers and investors)—commercial banks, investment banks, credit unions, stock exchanges. Credit markets (interaction between borrowers and lenders) determine interest rates which affect capital purchases (or investment spending).</p>	

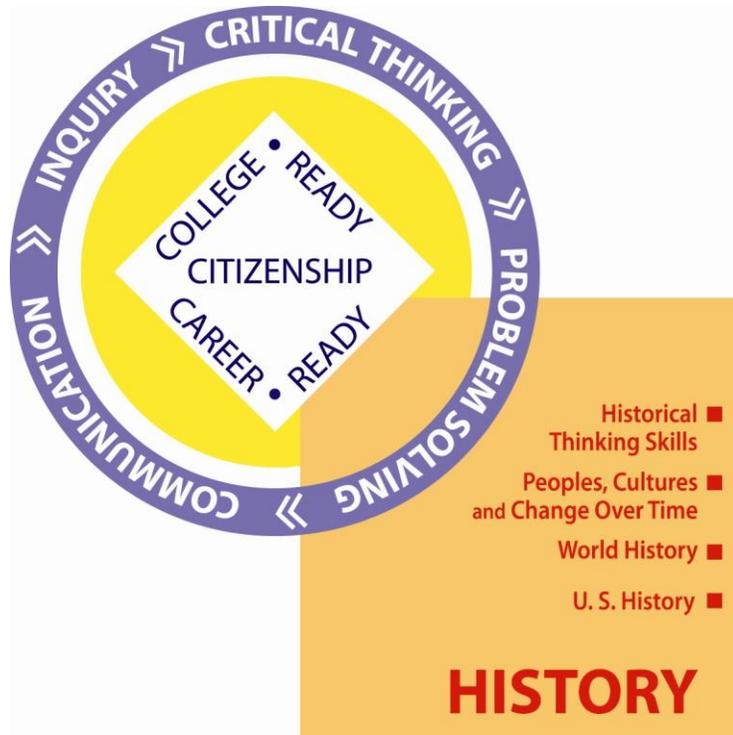
Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	2. Economics	4. Microeconomic Concepts	8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem.	9.2.4.8.2	<p>Identify and analyze market failures caused by poorly-defined or poorly-enforced property rights, externalities, and public goods; evaluate the rationale and effectiveness of government attempts to remedy these problems.</p> <p><i>For example:</i> Hunting licenses to control access to deer, fish and other wildlife populations; the creation of a tradable discharge permit market for sulfur to correct the negative externality of acid rains; provision of police and courts to enforce private property rights. Government attempts to remedy problems—legal system, agencies (Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Natural Resources).</p>



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	2. Places and Regions	4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity.	9.3.2.4.1	Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	3. Human Systems	5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	9.3.3.5.1	Describe the patterns of human population distribution in the United States and major regions of the world.
9.3.3.5.2				Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.	
9.3.3.5.3				Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.	
9.3.3.5.4				Explain migration patterns in the modern era at a range of scales, local to global.	
9.3.3.5.5				Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world. <i>For example:</i> Economic development, migration, population growth.	
9.3.3.5.8				Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States.	

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	3. Human Systems	6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	9.3.3.6.1	Use generally accepted models to explain the internal spatial structure of cities in regions of the United States and other regions in the world. <i>For example: Models—</i> Concentric Zone, Sector, Multiple Nuclei, Western European city, Latin American city, Southeast Asian city, African city. Regions of the United States—eastern United States, western United States. Regions of the world—Europe, Latin America, Southeast Asia, Africa South of the Sahara, Southwest Asia/ North Africa.
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.	



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	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)	9.4.4.23.3	Explain the difference between an immigrant and a refugee; describe various immigrant, migrant and refugee groups including Hmong, Somali and Latinos who have come to the United States; analyze their contributions to United States society. (The United States in a New Global Age: 1980-present)