



Bemidji Area Schools
9-12 Academic Standards in
Social Studies
2013
Tables of Standards
World History I

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.

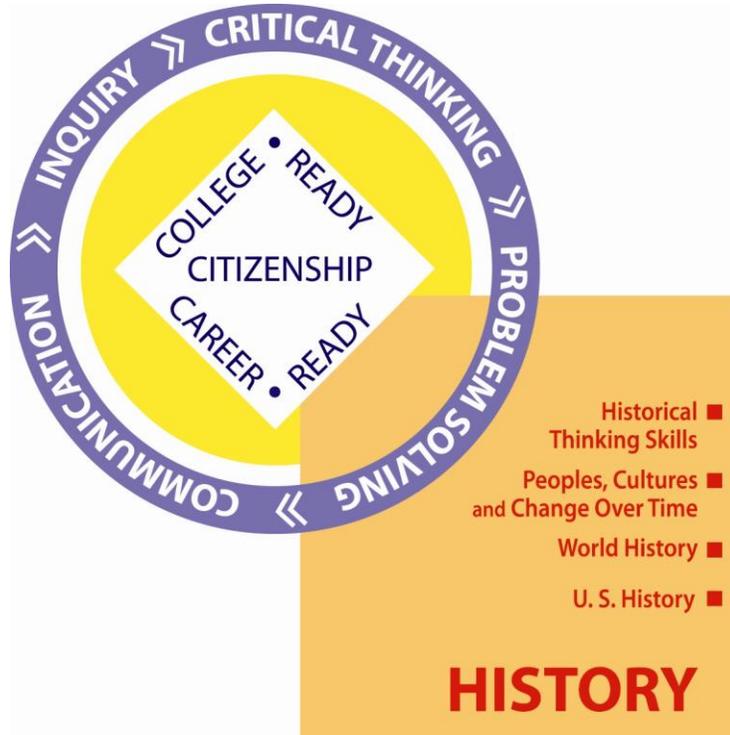
Approximately one year (or two semesters) of content is provided for a survey of United States history, a year for a survey of world history, and a half-year (or one semester) each for geography, government and citizenship, and economics. Although the standards are organized by discipline, they may be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



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	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.	9.3.2.4.4	Describe patterns of production and consumption of agricultural commodities that are traded among nations.
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.
		9.3.3.5.4		Explain migration patterns in the modern era at a range of scales, local to global.	
		7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).	9.3.3.7.1	Explain the spread of culture using the concept of diffusion and diffusion models.	



Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	6. Environmental changes and human adaptation enabled human migration from Africa to other regions of the world. (The Beginnings of Human History: 200,000-8000 BCE)	9.4.3.6.1	Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments. (The Beginnings of Human History: 200,000- 8000 BCE)

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9 10 11 12	4.History	3. World History	7. The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)	9.4.3.7.1	Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)
				9.4.3.7.2	Compare and contrast the cultural differences between the hunter gatherer and early agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)
			8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)	9.4.3.8.1	Describe the development, characteristics, and decline of civilizations in Africa, East Asia, and South Asia; describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE) <i>For example:</i> African civilizations—Kush, Aksum. East Asian civilizations—Shang, Zhou, Qin, Han. South Asian civilizations—Indo-Aryan, Mauryan, Gupta.
				9.4.3.8.2	Describe the development, characteristics, and decline of civilizations in Southwest Asia and around the Mediterranean Sea (Mesopotamia, Egypt, Persia, Greece, Rome); describe their interactions. (Classical Traditions, Belief Systems, and Giant Empires: 2000 BCE – 600 CE)
				8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)	

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)	9.4.3.9.1	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)
9.4.3.9.2				Describe the characteristics of the Swahili, Ghana and Mali Songhai cultures in Africa, including trade across longer distances and the impact of Islam. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	
9.4.3.9.3				Compare and contrast the cultures of China (Yuan/ Mongol and Ming) and Japan (Heian and early Shogunates), including the consolidation of belief systems. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	
9.4.3.9.4				Analyze the impact of Indian Ocean trade on the cultures in South and Southeast Asia. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	

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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.
9.4.3.9.6				Analyze the factors that led to the emergence and expansion of the multi-ethnic Aztec and Inca empires in the Americas. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)	
9.4.3.9.7				Describe the intensified exchanges of scientific, artistic and historical knowledge among Europe, Africa and Southwest Asia; evaluate the impact on Christian and Islamic societies. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450) <i>For example:</i> Dar al Islam, Crusades, Renaissance.	

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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.	
9.4.3.10.3				Describe the impact of interactions and negotiations between African leaders and European traders on long-distance trade networks. (Emergence of the First Global Age: 1450-1750)	
9.4.3.10.4				Describe the interactions and negotiations between Americans (Mayans, Aztecs, Incas) and European explorers, as well as the consequences. (Emergence of the First Global Age: 1450-1750)	

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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)	9.4.3.10.5	Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas and Africa. (Emergence of the First Global Age: 1450-1750)
9.4.3.10.6				Compare and contrast the forms of slavery and other non-free labor systems among African, European and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic. (Emergence of the First Global Age: 1450-1750)	
9.4.3.10.7				Describe the expansion of the Ottoman empire; define its relationships and exchanges with neighboring societies and religious and ethnic minorities. (Emergence of the First Global Age: 1450-1750)	
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)	9.4.3.11.2	Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922)

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)