



Bemidji Area Schools

9-12 Academic Standards in

Social Studies

2013

**Tables of Standards**

**World History II**

## 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:

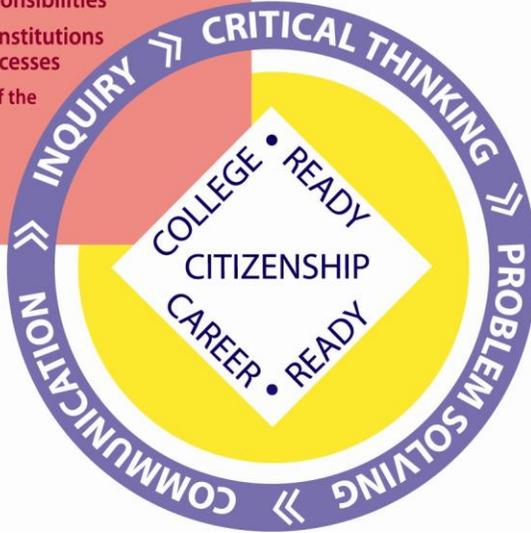
- 3.5 social studies credits encompassing at least United States history, geography, government and citizenship, world history, and economics- OR-
- 3.0 social studies credits encompassing at least United States history, geography, government and citizenship, and world history, and .5 credit of economics 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	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		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>

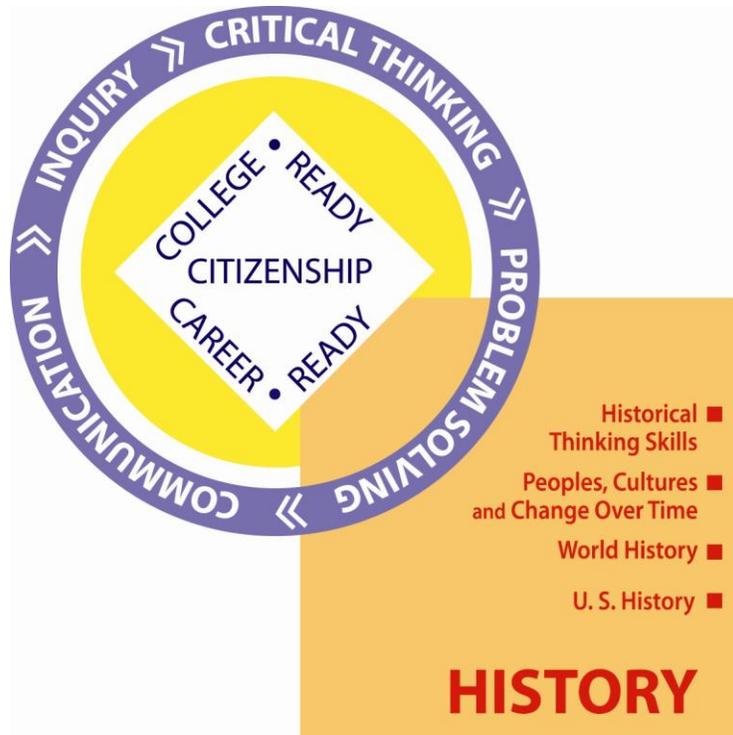


Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	9.3.1.1.2	Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.  <i>For example:</i> Technologies—aerial photographs, satellite-produced imagery, and geographic information systems (GIS). Applications—determine obstacles that needed to be overcome in building the Suez and Panama Canals; gauge the extent of water pollution in a harbor complex in South Africa.

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	3. Geography	1. Geospatial Skills	2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	9.3.1.2.1	Use geospatial technologies to make and justify decisions about the best location for facilities.  <i>For example:</i> Technologies—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Decision about location of facilities—determine the best location for an international airport in a given region.
		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	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.  <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.

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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.			
				9.3.3.5.5	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.			
				9.3.3.5.6	Analyze how transportation and communication systems have affected the development of systems of cities.			
						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.
					8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.	9.3.3.8.1	Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.	
						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	3. Geography	4. Human Environment Interaction	10. The meaning, use, distribution and importance of resources changes over time.	9.3.4.10.1	Describe patterns of production and consumption of fossil fuels that are traded among nations.



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.	9.4.1.2.2	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	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)	
9.4.3.10.8				Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750) <i>For example:</i> Seclusion of Tokugawa Shogunate, Ming trade, Jesuit Missionaries.	
9.4.3.10.9				Identify the major intellectual and scientific developments of seventeenth and eighteenth-century Europe; describe the regional and global influences on the European Scientific Revolution and Enlightenment, and assess their impact on global society. (Emergence of the First Global Age: 1450-1750)	

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)	
9.4.3.11.3				Describe the independence movements and rebellions in the Caribbean and Central and South America; analyze the social, political and economic causes and consequences of these events. (The Age of Revolutions: 1750-1922)  <i>For example:</i> Toussaint L' Overture in Haiti, Simon Bolivar in Venezuela.	
9.4.3.11.4				Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns. (The Age of Revolutions: 1750-1922)  <i>For example:</i> Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.	

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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)	9.4.3.11.5	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.	
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.	

Gr.	Strand	Sub-strand	Standard Understand 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)	9.4.3.12.1	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)	
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:</i> Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.	
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:</i> Developments—electricity, automobile, hydrogen bomb, vaccines.	

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)	9.4.3.13.1	Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950-1989) <i>For example:</i> Great Leap Forward, Cultural Revolution, Tiananmen Square.
9.4.3.13.2				Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950-1989) <i>For example:</i> Individuals—Fidel Castro, Vaclav Havel, Nelson Mandela, Indira Gandhi. Groups—Khmer Rouge, Sandinistas, Palestine Liberation Organization.	
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.	
9.4.3.13.4				Describe the response of the world community to human rights violations, including the response to apartheid in South Africa. (The World After World War II: 1950-1989) <i>For example:</i> Cambodia, Rwanda, Darfur.	

Gr.	Strand	Sub-strand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	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)	9.4.3.14.1	Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)  <i>For example:</i> Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional).
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)	