K-12

Social Studies

Curriculum Study

2012-2013

New Ulm Public Schools
<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Length</th>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History – 7A</td>
<td>7</td>
<td>Semester</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>American History – 7B</td>
<td>7</td>
<td>Semester</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Global Studies – 8A</td>
<td>8</td>
<td>Semester</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>Global Studies – 8B</td>
<td>8</td>
<td>Semester</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>United States History – 9A</td>
<td>9</td>
<td>Semester</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>United States History – 9B</td>
<td>9</td>
<td>Semester</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>World History – 10A</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>World History – 10B</td>
<td>10</td>
<td>Semester</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Human Geography</td>
<td>11-12</td>
<td>Semester</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>American Government</td>
<td>11-12</td>
<td>Semester</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>10-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Odd years only)</td>
</tr>
<tr>
<td>Ancient History/World Religions</td>
<td>10-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Even years only)</td>
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<tr>
<td>Sociology</td>
<td>11-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>11-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>10-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Meets state economics requirement)</td>
</tr>
<tr>
<td>Honors American History–9A</td>
<td>9</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Replaces AH 9A)</td>
</tr>
<tr>
<td>Honors American History–9B</td>
<td>9</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Replaces AH 9B)</td>
</tr>
<tr>
<td>AP World History–10A</td>
<td>10</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Replaces WH 10A)</td>
</tr>
<tr>
<td>AP World History–10B</td>
<td>10</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Replaces WH 10B)</td>
</tr>
<tr>
<td>AP Human Geography–A</td>
<td>11-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Replaces Human Geography)</td>
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<tr>
<td>AP Human Geography–B</td>
<td>11-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Honors Economics</td>
<td>11-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Meets state economics requirement)</td>
</tr>
<tr>
<td>AP/CIS American Government</td>
<td>11-12</td>
<td>Semester</td>
<td>Elective</td>
<td>1 (Replaces American Government)</td>
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</tbody>
</table>
MISSION STATEMENT

The mission of the New Ulm Social Studies Department is to offer a multidisciplinary study of the humanities and the social sciences to prepare young people to become responsible, engaged citizens who will be able to apply critical thinking skills in their commitment to democratic values, respect for individual diversity, and citizen participation in the decision making process.

EXIT OUTCOMES/ESSENTIAL LEARNER OUTCOMES

The 2011 Minnesota Academic Standards in Social Studies set the statewide expectations for K–12 student achievement in the disciplines of citizenship and government, economics, geography, and the history of the United States and the world. The 2011 standards are guided by a vision of citizenship and college and career readiness. As required by law [Minn. Stat. 120B.023], the standards identify the academic knowledge and skills that prepare students for postsecondary education, or work as civic minded citizens in the 21st Century.

In order to meet this vision, the standards require students to understand the facts, concepts, principles, and perspectives that shape the social studies disciplines. Students need deep knowledge of this information in order to make sense of their world. In addition to mastering a body of knowledge, students must be able to apply their understanding to complex situations and contexts, some of which are yet to be envisioned. To prepare for these future challenges, the standards also require students to think critically about important issues and communicate their finds, and engage in the processes of problem solving and discipline based inquiry.

In addition, The Minnesota K – 12 Academic Standards in English Language Arts define the requirements for literacy. These reading and writing standards are critical to building knowledge in history/social studies. College and career readiness in reading is essential. Students need to be able to analyze, evaluate, and differentiate primary and secondary sources. Students must be able to read complex informational texts with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. The included reading standards are meant to complement the content, not replace the curriculum.
Minnesota K-12 Academic Standards in Social Studies

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

ECONOMICS
- Economic Reasoning Skills
- Personal Finance
- Fundamental Concepts
- Microeconomic Concepts
- Macroeconomic Concepts

GEOGRAPHY
- Geospatial Skills
- Places and Regions
- Human Systems
- Human Environment Interaction

HISTORY
- Historical Thinking Skills
- Peoples, Cultures and Change Over Time
- World History
- U.S. History

Critical Thinking

College Ready

Career Ready

Problem Solving

Communication

Inquiry
Minnesota K-12 Academic Standards in Social Studies

K-12 Overview of the Social Studies Standards

The following are brief summaries of the standards in the primary grades, intermediate and middle school grades, and high school. Figure 2 illustrates the disciplinary focus at each grade level from kindergarten through high school.

At any grade level, the benchmarks from multiple disciplines can be combined to facilitate integrated, or interdisciplinary, learning experiences. This is an example from grade 8 Global Studies:

Students study the human and physical characteristics of Singapore (geography), and the political challenges that ultimately led to the establishment of the Republic of Singapore (history) while reinforcing their understanding of nation-building (citizenship and government) and the concept of comparative advantage in global trade (economics).

Primary Grades

<table>
<thead>
<tr>
<th>Grade K Social Studies</th>
<th>Grade 1 Social Studies</th>
<th>Grade 2 Social Studies</th>
<th>Grade 3 Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
</tbody>
</table>

Figure 3: Overview of Social Studies in Grades K-3

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another.
Intermediate and Middle Grades

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography of North America</td>
<td>History of North America (up to 1800)</td>
<td>Minnesota Studies</td>
<td>U.S. Studies (1800 - present)</td>
<td>Global Studies</td>
</tr>
</tbody>
</table>

- Citizenship & Government
- Economics
- Geography
- History

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
<td>Citizenship &amp; Government</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
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</tr>
<tr>
<td>Geography</td>
<td>History</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
</tbody>
</table>

Figure 4: Overview of Social Studies in Grades 4-8

In grades 4 through 8, students are introduced to a disciplinary focus with a "lead" discipline that frames the social studies for that grade level. (The lead discipline for each grade level is described below.) Core concepts from the other three disciplines provide complementary perspectives that promote an integrated understanding of the content. Although there are designated lead and supporting disciplines, the importance of integration should be emphasized: One cannot truly understand history content, for example, without considering the relevant economic, political and geographic factors.

In grade 4, students focus on the Geography of North America. In grade 5, they study the History of North America up to 1800. From this foundation, the context for learning moves from local to global. Beginning with Minnesota Studies in grade 6, students learn about state history and government and Minnesota's role within the larger context of the country. Followed by United States Studies in grade 7, students study the country's history and government from 1800 to contemporary times. Social studies in the middle grades culminates in the interdisciplinary learning experiences of Global Studies in grade 8. Students apply spatial and chronological perspectives as they study the geography of the world's regions and contemporary world history.
High School

Social Studies Standards Grades 9 through 12

<table>
<thead>
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<td>0.5 credit recommended</td>
<td>0.5 credit recommended</td>
<td>0.5 credit recommended</td>
<td>1 credit recommended</td>
<td>1 credit recommended</td>
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</tbody>
</table>

Figure 5: Overview of Social Studies in 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 in this document are organized by discipline, they may be delivered in an interdisciplinary context.

Organization of the Standards

The social studies content in this document is organized into strands, substrands, standards and benchmarks. The broadest level of organization at each grade level is represented by the four disciplinary strands: 1) Citizenship and Government, 2) Economics, 3) Geography, and 4) History.

The content for each strand is organized into several categories or substrands. The first substrand in each discipline indicates key skills or processes that, in most cases, should be applied to the content in other benchmarks rather than taught as a standalone item. For example, students could learn about the powers and operations of local government in
Minnesota K-12 Academic Standards in Social Studies

Minnesota (content from benchmark 9.1.4.6.8) while doing a project about a local policy issue (civic skills from benchmark 9.1.1.1.4).

Each substrand contains 10 to 23 standards. The standards are broad statements of skills and understandings that students must complete in order to be prepared for college and the highly skilled workplace. As such, the standards are grounded or “anchored” in college and career readiness. Because they represent the “big picture,” they are repeated at multiple grade levels.

Each anchor standard is comprised of one or more grade-level benchmarks. The benchmarks are written as learning outcomes—the specific “knowledge and skills that schools must offer and students must achieve to satisfactorily complete a state standard” (Minn. Stat. § 120B.023, subd. 1). Benchmarks are unique to each grade level and represent the learning that is to be mastered by the end of a particular grade (in grades K-8) or grade band (in grades 9-12). The benchmarks for each anchor standard represent a progression of learning that spans several grades.

The K-12 strands, substrands and anchor standards are listed on pages 10-16.
K-12 ASSESSMENT OF STRENGTHS AND LIMITATIONS

Strengths of the Department

Grades K-3
1. Common planning time through Professional Learning Communities (PLCs) and grade level meetings has greatly improved collaboration.
2. Regular and consistent PLC time allow teachers to align standards with the curriculum more efficiently and effectively.
3. The social studies lessons and skills are integrated through the current Language Arts curriculum creating a tie between the subjects.
4. Positive Behavior Intervention and Support (PBIS) program provides great resources for teaching civic values, rights, and responsibilities.
5. The continued use of Junior Achievement in the classrooms brings business people from the community into our classrooms.
6. The redesigned Cottonwood River Integration Collaborative (CRIC) has provided greater insights and understanding into cultural diversity.
7. There is expanded use of technology and the necessary training is improving, ex: SmartBoard, iPads, Youtube.
8. There is greater access to the computer labs.

Grades 4-6
1. Teachers modify and adjust materials to meet students’ reading level.
2. Teachers supplement the series with other current resources, i.e. media, technology, Internet resources and smart board lessons.
3. Hands-on, real life field trips are provided that apply and extend classroom learning.
4. The teachers provide a foundation of United States geography, history and Minnesota history.
5. The continued use of Junior Achievement in the classrooms brings business people from the community into our classrooms.
6. The redesigned Cottonwood River Integration Collaborative (CRIC) has provided greater insights and understanding into cultural diversity.
7. Regular and consistent PLC time allow teachers to align standards with the curriculum more efficiently and effectively.
8. Positive Behavior Intervention and Support (PBIS) program provides great resources for teaching civic values, rights, and responsibilities.

Grades 7-12
1. The use of technology by the department is improving to include smart technologies, Schoology, Ipads, etc.
2. The social studies department is reaping the benefits of continued improvements in common planning and common formative and summative assessments.
3. The social studies department staff is experienced, professional, and versatile in the subjects that they can instruct.
4. The department continues to offer a variety of AP and honors courses including – Advanced Placement (AP), Honors, and College in the Classroom (CIS).

5. Students have the opportunity to participate in enrichment programs and tours such as the European History tour, Washington D.C. and East Coast tour and other field trips.

6. We continue to offer a variety of electives including Psychology, Sociology, Ancient History/Religions, and Careers.

7. Professional Learning Communities (PLC) allows us a process to more effectively align state standards with curriculum.

8. Professional Learning Communities (PLC) promotes the identification of essential learner outcomes, the alignment of instruction and assessment.

Limitations of the Department

Grades K-3
1. There is a lack of supplemental materials, ie., current events, publications, and materials.
2. Outdated maps and globes are difficult to be used effectively as teaching tools.
3. There is a limited library of videos and DVDs.
4. With the primary focus on reading and math in grades K – 3, social studies does not receive the status it could or should have.
5. Textbooks and support materials need to be updated.

Grades 4-6
1. The current textbooks are not aligned with the 2011 Minnesota K-12 academic standards in grades 4-5.
2. The reading level of the current textbooks are well above the comprehension ability of many students.
3. The current series has a copyright date of 1997 in grades four and five.
4. The current series does not include current technology, media resources, smartboard lessons, etc. for grades four and five.
5. Due to the emphasis of the Minnesota Comprehensive Assessment in reading and math, social studies classes are sometimes shorter in length to make more time for core subjects in grades four through six.

Grades 7-12
1. Most of our high school textbooks are no longer current and in poor condition.
2. The continued lack of interdisciplinary collaboration between the social studies and other departments limits student learning and opportunities.
3. The social studies staff has limited training in online course development.
4. An increasing number of state social studies standards make it difficult to meet student achievement within the current confines of time.
5. It is a challenge for social studies staff to maintain electives given reduced staffing.
6. As a result of required state testing, there is limited access to computer lab space.
7. The current schedule does not allow sufficient time to discuss and coordinate curriculum and instruction.
IMPROVEMENT PLAN

The following improvement plans are recommended for implementation:

Grades K-3
1. Textbooks, current event publication resources and updated materials will be addressed and ordered *(Limitation #s 1, 2, 3 and 5)*
2. Working through PLC and grade level meetings, an effort will be made to incorporate an even more flexible schedule in order to teach a stronger social studies curriculum. *(Limitation # 4)*

Grades 4-6
1. Grades four and five will purchase a new textbook series that incorporates leveled reader and makes use of current technologies such as media resources, smart board lessons and online video. *(Limitation #s 1-4 )*
2. Continue using Professional Learning Communities for Social Studies collaboration on curriculum ideas. *(Limitation #5)*

Grades 7-12
1. The department will increase the use of supplemental resources from the Internet. *(Limitation #1)*
2. The department members will seek opportunities to collaborate in areas of common content. *(Limitation #s 2 & 7)*
3. The social studies staff will seek opportunities for training in online course development. *(Limitation # 3)*
4. The staff will use PLC time to identify and implement Essential Learner Outcomes (ELO). *(Limitation #4)*
5. Selected elective courses will be offered every other year. *(Limitation #5)*
### Social Studies Department

#### Learner Outcomes

**Kindergarten**

In kindergarten, students are introduced to the four social studies disciplines of citizenship and government, economics, geography and history. They learn the importance of rules and demonstrate basic skills that reflect civic values. Students begin to identify things that define America’s civic identity, while also learning how cultures differ from one another. They use simple geographical tools and historical stories to explore various pieces and times. Students also develop an understanding of basic economic concepts related to scarcity—a key concept in the decision making process.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STRAND</th>
<th>SUBSTRAND</th>
<th>STANDARD UNDERSTAND THAT...</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Citizenship and Government</td>
<td>Civic Skills</td>
<td>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.</td>
<td>Demonstrate civic skills in a classroom that reflect an understanding of civic values.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civic Values and Principles of Democracy</td>
<td>The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.</td>
<td>Describe symbols, songs and traditions that identify our nation and state.</td>
</tr>
<tr>
<td></td>
<td>Governmental Institutions and Political Processes</td>
<td>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.</td>
<td>Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.</td>
<td>Implementation: Positive Behavior Intervention Strategies.</td>
</tr>
</tbody>
</table>

**Implementation:** Civic skills—listening to others, participating in class discussions, taking turns, sharing with others, cooperating in class activities, wise or judicious exercise of authority. Civic values—fairness, individual dignity, self-control, justice, responsibility, courage, honesty, common good, respect, friendship. Positive Behavior Intervention Strategies (PBIS)—School Rules.
<table>
<thead>
<tr>
<th>GRADE</th>
<th>STRAND</th>
<th>SUBSTRAND</th>
<th>STANDARD UNDERSTAND THAT...</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Economics</td>
<td>Economic Reasoning Skills</td>
<td>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.</td>
<td>Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Implementation: Needs—to be fed, to be free from thirst, to be sheltered. Wants—to be entertained, to be educated, to be famous, to be strong, to be helpful to others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identify goods and services that could satisfy a specific need or want.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Implementation: The need to be free from thirst could be satisfied by water, milk or orange juice. The desire (want) to be entertained could be satisfied by a toy, an amusement park ride or watching a movie.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fundamental Concepts</td>
<td>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.</td>
<td>Distinguish between goods (objects that can be seen or touched) and services (actions or activities).</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Describe spatial information depicted in simple drawings and pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Implementation: While looking at a picture, the student says, “The boy is in front of the house. The house is at the edge of the woods.” Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of. (Math unit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Describe a map and a globe as a representation of a space.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Implementation: Community helpers; create a simple map.</td>
</tr>
<tr>
<td>GRADE</td>
<td>STRAND</td>
<td>SUBSTRAND</td>
<td>STANDARD UNDERSTAND THAT...</td>
<td>BENCHMARK</td>
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<tr>
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<td>---------------------------------------------------------------------------</td>
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</tbody>
</table>
| K     | Geography      | Places and Regions               | Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). | Identify the physical and human characteristics of places, including real and imagined places.  
**Implementation:** Local community environment–Flandrau field trip to discuss landforms. |
|       | Historical Thinking Skills |                         | Historians generally construct chronological narratives to characterize eras and explain past events and change over time. | Use a variety of words to reference time in the past, present and future, identify the beginning, middle and end of historical stories.  
**Implementation:** Words referencing time–yesterday, today, tomorrow, now, long ago, before, after, morning, afternoon, night, days, weeks, months, years. |
| History | Historical Thinking Skills |                         | 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. | Describe ways people learn about the past.  
**Implementation:** Learning from elders, photos, artifacts, buildings, diaries, stories, videos–such as Folktales and Native Americans/Pilgrims. |
|       | Peoples, Cultures and Change Over Time |                         | The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.  
**Implementation:** Language Art unit, Families. We would like to incorporate a visit to the Harking Store. |
**Grade 1**

Students in grade one learn basic concepts and skills related to the four social studies disciplines of citizenship and government, economics, geography and history. They expand their understanding of America’s civic identity, determine characteristics of effective rules and demonstrate ways for citizens to participate in civic life. Their exploration of the federal government begins with the elected office of president. Fundamental geography skills are introduced including making sketch maps of places and comparing their physical and human characteristics, and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline, and examining simple records and artifacts. They build their knowledge of the past by comparing family life, buildings and other technologies from earlier times to today. Students acquire a basic understanding of the economic concepts of scarcity and trade, and weigh the costs and benefits of simple alternative choices.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>STRAND</th>
<th>SUBSTRAND</th>
<th>STANDARD UNDERSTAND THAT...</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Citizenship and Government</td>
<td>Civic Skills</td>
<td>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.</td>
<td>Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</td>
</tr>
<tr>
<td></td>
<td>Citizenship and Government</td>
<td>Civic Values and Principles of Democracy</td>
<td>The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.</td>
<td>Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette.</td>
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<tr>
<td></td>
<td>Governmental Institutions and Political Processes</td>
<td>Governmental Institutions and Political Processes</td>
<td>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.</td>
<td>Identify the president of the United States; explain that the president is elected by the people.</td>
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**Implementation:**
- Ways to participate—pick up trash in park, vote, help make class decisions, Positive Behavior Intervention Strategies (PBIS).
- Learn and recite Pledge of Allegiance.
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<tbody>
<tr>
<td>1</td>
<td>Citizenship and Government</td>
<td>Governmental Institutions and Political Processes</td>
<td>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.</td>
<td>Identify characteristics of effective rules; participate in a process to establish rules. <strong>Implementation:</strong> Characteristics of effective rules—fair, understandable, enforceable, connected to goals and Positive Behavior Intervention Strategies (PBIS).</td>
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<td></td>
<td>Economics</td>
<td>Economic Reasoning Skills</td>
<td>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.</td>
<td>Describe some costs and benefits of alternative choices made by families. <strong>Implementation:</strong> Read the story, “A Cloak For Charlie”.</td>
</tr>
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<td></td>
<td>Fundamental Concepts</td>
<td>Geospatial Skills</td>
<td>Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.</td>
<td>Define scarcity as not having enough of something to satisfy everyone’s wants; give examples. <strong>Implementation:</strong> Having only three desks for four students; not having enough time to do everything you want; not having enough money to buy all the goods you want. Read the story, “A New Coat for Anna”.</td>
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<td></td>
<td>Geography</td>
<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Explain that people trade (voluntarily) when they each expect to be better off after doing so. <strong>Implementation:</strong> Barter—a trade with a friend (such as your toy for her book) will happen only if you want her book more than your toy and she wants your toy more than her book.</td>
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<tr>
<td>1</td>
<td>Geography</td>
<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Create sketch maps to illustrate spatial information found on maps. <strong>Implementation:</strong> Spatial information—cities, roads, boundaries, bodies of water, regions. Familiar places—one’s home or classroom. “Me On the Map”</td>
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<td></td>
<td>Geography</td>
<td>Places and Regions</td>
<td>Use relative location words and absolute location words to identify the location of a specific place, explain why or when it is important to use absolute versus relative location. <strong>Implementation:</strong> Relative location words—near, far, left, right. Absolute location words street address (important for emergencies, mail). <strong>Math</strong></td>
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<tr>
<td></td>
<td>Geography</td>
<td></td>
<td>Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</td>
<td>Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region). <strong>Implementation:</strong> Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs. Read “Schools Around the World”.</td>
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Grade One Social Studies Learner Outcomes continued...
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<tr>
<td>1</td>
<td><strong>Historical Thinking Skills</strong></td>
<td></td>
<td>Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</td>
<td>Create a timeline that identifies at least three events from one’s own life.</td>
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<td></td>
<td>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.</td>
<td>Ask basic historical questions about a past event in one’s family, school or local community.</td>
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<td>Historically 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.</td>
<td>Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.</td>
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<td><strong>History</strong></td>
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<td>The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</td>
<td>Compare and contract family life from earlier times and today.</td>
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<td></td>
<td><strong>Peoples, Cultures and Change Over Time</strong></td>
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<td><strong>Histories</strong> generally construct chronological narratives to characterize eras and explain past events and change over time.</td>
<td>Compare and contract buildings and other technologies from earlier times and today.</td>
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Grade 2

Students in grade two continue to build their foundational understanding in the social studies disciplines of citizenship and government, economics, geography and history. They learn the purpose and services provided by government, the principle of shared and separated powers, the importance of constitutions and the need for fair voting processes. They study indigenous people and the influence of a variety of cultures on our society, gaining an understanding of the United States’ common heritage and diverse roots. They use calendars and timelines to track the passage of time and chronicle events. By describing the trade-offs of a decision, students learn the concept of opportunity cost and its connection to scarcity of resources. They begin to understand how resources and physical features influence the distribution of people around the world, and use maps and other geographic tools to explain the characteristics of places.

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<td>2</td>
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<td><strong>UNDERSTAND THAT...</strong></td>
<td>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.</td>
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<td>Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</td>
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<td><strong>Implementation:</strong> Positive Behavior Intervention Strategies (PBIS). Vote for classroom decisions.</td>
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<td>2</td>
<td>The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.</td>
<td>Explain the importance of constitutions.</td>
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<td><strong>Implementation:</strong> Examples of constitutions—a classroom constitution, club charter, the United States Constitution. Positive Behavior Intervention Strategies (PBIS), school rules, Constitution Day.</td>
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<td>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.</td>
<td>Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</td>
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<td><strong>Implementation:</strong> Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules Positive Behavior Intervention Strategies (PBIS), listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.</td>
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<td>2</td>
<td>Economic Reasoning Skills</td>
<td>Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</td>
<td>Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</td>
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<td>Implementation: “Chair For My Mother”</td>
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<td>Economic Reasoning Skills</td>
<td>Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.</td>
<td>Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</td>
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<td>Implementation: Joe can visit his grandparents, go to a park, or see a movie. He only has enough time to do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second. J.A. Skate Park</td>
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<td></td>
<td>Fundamental Concepts</td>
<td>Individuals, businesses and government 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.</td>
<td>Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</td>
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<td>Implementation: Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.</td>
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<td>Identify money as any generally accepted item used in making exchanges.</td>
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<td>Implementation: Math—United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800’s; salt used in the Roman Empire; cowry shells used in ancient China; metal coins used in Anatolia (Turkey) in 500 BCE.</td>
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| 2     | Geospatial Skills   |                                    | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.  
**Implementation:** Spatial information—cities, roads, boundaries, bodies of water, regions.  
Locate key features on a map or glove; use cardinal directions to describe the relationship between two or more features.  
**Implementation:** Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world. |
|       |                     |                                    |                                                                                             |                                                                                                                                                                                                          |
|       | Geography           |                                    | People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.  
**Implementation:** Physical features—the Atlantic coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway, Arch in St. Louis Mount Rushmore, Crazy Horse Memorial.  
Use maps, photos, or other geographic tools to answer basic questions about where people are located.  
**Implementation:** Google Earth. Basic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? |
|       | Geospatial Skills—The World in Spatial Terms |                                    |                                                                                             |                                                                                                                                                                                                          |
|       |                     |                                    |                                                                                             |                                                                                                                                                                                                          |
|       | Human Environment Interaction |                                    | The environment influences human actions; and humans both adapt to, and change, the environment. | Identify causes and consequences of human impact on the environment and ways that the environment influences people.  
**Implementation:** Earth Day |
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<td>2</td>
<td>History</td>
<td>Historical Thinking Skills</td>
<td>Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</td>
<td>Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.</td>
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<td>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.</td>
<td>Use historical records and artifacts to describe how people’s lives have changed over time.</td>
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<td><strong>Implementation:</strong> Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Also, <em>Music of Stone Age, Family Farm Then and Now, and African American Inventions.</em></td>
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<td></td>
<td>People, Cultures and Change Over Time</td>
<td></td>
<td>The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</td>
<td>Compare and contrast daily life for Minnesota, Dakota or Anishinaabe peoples in different times, including before European contact and today.</td>
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<td><strong>Implementation:</strong> “Legend of Indian”, <em>Magic Tree House #10, 18</em></td>
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<td>Describe how the culture of a community reflects the history, daily life or beliefs of its people.</td>
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<td><strong>Implementation:</strong> Elements of culture—foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing. <em>(Wanda Gag)</em></td>
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**GRADE 3**

In grade three, students expand and deepen their knowledge in the four social studies disciplines of citizenship and government, economics, geography and history. By applying basic concepts in each discipline to complex communities and environments near and far, students begin to understand the social, economic, geographic and political aspects of life in the world beyond our state and nation. They create and interpret simple maps, using them to understand the physical and human characteristics of places around the world, from one’s neighborhood to vast regions of the earth. As students examine the world of long ago through historical records, maps and artifacts, they discover how geographic factors, technology, and individual and group actions have shaped history. Students practice weighing the costs and benefits in making decisions, and examine the economic forces that influence interactions among individuals in a community. They further explore the civic relationship between an individual and the community in the United States in which he or she lives, the three branches of government, and the functions and funding of government.

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<tr>
<td>3</td>
<td>Citizenship and Government</td>
<td>Civic Skills</td>
<td>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.</td>
<td>Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. <strong>Implementation:</strong> Ways to make a difference—pick up trash in park, vote, help make class decisions, write a letter, create an advertisement, invite a guest speaker to visit, Positive Behavior Intervention Strategies (PBIS).</td>
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<td>Civic Values and Principles of Democracy</td>
<td>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.</td>
<td>Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights. <strong>Implementation:</strong> Majority rule and minority rights can be demonstrated through a class discussion and vote on a class snack when two students have peanut allergies.</td>
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<td>Governmental Institutions and Political Processes</td>
<td>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.</td>
<td>Describe the importance of the services provided by government, explain that they are funded through taxes/fees. <strong>Implementation:</strong> Services—schools, parks, garbage and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service. Identify the three branches of government (executive, legislative, and judicial) and their primary functions. <strong>Implementation:</strong> Primary functions—legislative branch makes laws, executive branch carries out laws, judicial branch decides if laws are broken.</td>
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<td>3</td>
<td>Economic Reasoning Skills</td>
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<td>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.</td>
<td>Identify possible short- and long-term consequences (costs and benefits) of different choices.</td>
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<td>Personal Finance</td>
<td>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.</td>
<td>Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.</td>
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<td></td>
<td>Economics</td>
<td>Economics</td>
<td>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.</td>
<td>Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</td>
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<td>Fundamental Concepts</td>
<td>Explain that consumers have two roles—as sellers of resources and buyers goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</td>
<td>Explain that consumers have two roles—as sellers of resources and buyers goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</td>
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<td>3</td>
<td>Geospatial</td>
<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one’s community, the state of Minnesota, the United States or the world.</td>
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<td>Geography</td>
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<td><strong>Implementation:</strong> Relative locations words—close to, above, bordering. Description using relative location words—“Our school is across from the post office.” Description using cardinal directions—“Mexico is south of the United States.” Description using intermediate directions—“Hawaii is southwest of the continental United States.”</td>
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<td>Human Systems</td>
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<td>Create and interpret simple maps of places around the world, local to global; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</td>
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<td><strong>Implementation:</strong> Global places—country, continent, ocean. “TODALS” map basics—title, orientation, date, author, legend (key), and scale. Local places—city, village. Spatial information—cities, roads, boundaries, bodies of water, regions. Create a map of a community including: title, legend, compass rose</td>
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<td>Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
<td>Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.</td>
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<td><strong>Implementation:</strong> Mountainous and arid places tend to have less population than coastal places.</td>
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<td>Processes of cooperation and conflict among people influence the division and control of the earth’s surface.</td>
<td>Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.</td>
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<td><strong>Implementation:</strong> Physical features—mountains, rivers, bodies of water. Human-made features—fences, hedges, political boundaries.</td>
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<td>Historical Thinking Skills</td>
<td>Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</td>
<td>Reference different time periods using correct terminology, including the terms decade, century and millennium.</td>
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Create timelines of important events in three different time scales—decades, centuries and millennia.

Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

**Implementation:** Historical records—photos, oral histories, diaries or journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?

Compare and contrast two different accounts of an event.

**Implementation:** Event—a playground conflict, current event, historic event.

Compare and contrast various ways that different cultures have expressed concepts of time and space.

**Implementation:** Dakota culture and conflict—seasonal cycles and land. Underground railroad—using the stars for directions.

Historical events have multiple causes and can lead to varied and unintended outcomes.

Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.

**Implementation:** Ben Franklin
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<td>History</td>
<td>People, Cultures and Change Over Time</td>
<td>History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.</td>
<td>Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.</td>
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<td></td>
<td>History</td>
<td>Peoples, Cultures and Change Over Time</td>
<td>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: 8000BCE-2000 BCE)</td>
<td>Explain how the environment influenced the settlement of ancient peoples in three different regions of the world: (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)</td>
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<td></td>
<td>History</td>
<td>Peoples, Cultures and Change Over Time</td>
<td>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)</td>
<td>Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE-600 CE)</td>
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<tr>
<td></td>
<td>History</td>
<td>Peoples, Cultures and Change Over Time</td>
<td>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 CE-1450 CE)</td>
<td>Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE-1450 CE)</td>
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</table>

**Implementation:**
- Individuals–Alexander the Great, Cleopatra, Chinggis Khan, Mohandas Gandhi, Nelson Mandela, Muhammad Yunus. Groups might include ethnic or cultural groups, religious groups, political groups.
- 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)
- 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)
- 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 CE-1450 CE)
Grade 4

Grade four departs from the approach in the primary years (an approach that placed equal emphasis on each the social studies disciplines) to a more discipline-centered approach. A “lead discipline” is featured in each of grades four through eight. In grade four, the lead discipline is geography, focusing on political geography and the cultural landscape of North America. Students master the understandings that lay the geographical foundation for the interdisciplinary Minnesota, United States, and Global Studies courses to follow in the middle grades. They create and use various kinds of maps to identify the physical and human characteristics of places, examine regions in different locations and time periods, and analyze patterns and trends in the United States, Mexico and Canada. They learn about tribal government and develop a better understanding of the multiple players involved in the United States government (political leaders and the public) and the economy (buyers and sellers in a market). Students practice a reasoned decision-making process to make choices—an important building block for their understanding of personal finance that will be developed in later grades.

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<tr>
<td>4</td>
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<td><strong>UNDERSTAND THAT...</strong></td>
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<td></td>
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<td>Civic Skills</td>
<td>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.</td>
<td>Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. <strong>Implementation:</strong> Write a letter to our Mayor and our local museum.</td>
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<tr>
<td></td>
<td>Citizenship and Government</td>
<td>Governmental Institutions and Political Processes</td>
<td>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.</td>
<td>Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <strong>Implementation:</strong> Legislative-Congress; Executive-President; Judicial-Supreme Court</td>
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<td>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.</td>
<td>Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected. <strong>Implementation:</strong> a. Invite the mayor into class and write letters to our city council. b. Main idea and detail c. Reference materials online, dictionaries, glossaries, precise meaning of key words.</td>
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<td>4</td>
<td>Economic Reasoning Skills</td>
<td>Define the productivity of a resource and describe ways to increase it.</td>
<td>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.</td>
<td>Apply a reasoned decision-making process to make a choice.</td>
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<td></td>
<td>Fundamental Concepts</td>
<td>Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.</td>
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<td>Define the productivity of a resource and describe ways to increase it.</td>
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<td></td>
<td>Fundamental Concepts</td>
<td>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.</td>
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<td>Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</td>
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<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td></td>
<td>Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.</td>
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<td>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.</td>
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<td>Implement: U.S. States and Capitals map and neighboring countries.</td>
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<td>Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico.</td>
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<td>Implement: Minnesota map using latitude and longitude to locate cities and other locations.</td>
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<td>4</td>
<td>Geospatial</td>
<td>Skills</td>
<td>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.</td>
<td>Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.</td>
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<td>Implementation: Weekly Reader - Current Events. Poetry from a person living in a densely populated area versus a remote location—such as New York City NY/Fairbanks, Alaska.</td>
<td>Implementation: Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</td>
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<td>Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.</td>
<td>Implementation: Locate maps on the internet to compare size and topography.</td>
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<td>Geography</td>
<td></td>
<td>Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).</td>
<td>Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</td>
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<td>People construct regions to identify, organize and interpret areas of the Earth’s surface, which simplifies the earth’s complexity.</td>
<td>Implementation: Drama plays of various regions portraying settlements. Drawing inferences</td>
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<td>Places and</td>
<td>Regions</td>
<td>Name and locate states and territories, major cities and state capitals in the United States.</td>
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<td>Regions</td>
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<td>Implementation: Jeopardy of States and capitals; Geography Bee.</td>
<td>Implementation: Make a relief map of the United States.</td>
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<td></td>
<td>Human Systems</td>
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<td>The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).</td>
<td>Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.</td>
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<td>Implementation: Make a bar graph of both centuries of distribution of population.</td>
<td>Implementation: Make a bar graph of both centuries of distribution of population.</td>
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<td>4</td>
<td>Human Systems</td>
<td>Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
<td>Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada. <strong>Implementation:</strong> Story writing of how times have changed from the last century. Similes and metaphors in how times have changed.</td>
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<tr>
<td>Geography</td>
<td>Human Environment Interaction</td>
<td>The environment influences human actions; and humans both adapt to and change, the environment.</td>
<td>Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. <strong>Implementation:</strong> Research center of Lamberton field trip where presenters teach about our soil, farming, and fertilizer. Cooperate and problem solve changes needed.</td>
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<td>Human Environment Interaction</td>
<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada. <strong>Implementation:</strong> Invite farmers to tell how farming has changed in the last 100 years (cause and effect).</td>
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<tr>
<td>History</td>
<td>Historical Thinking Skills</td>
<td>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.</td>
<td>Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico in 1800 versus 1900; population centers over time; natural resource use over time. <strong>Implementation:</strong> Read, discuss and compare the differences among the various regions.</td>
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### Grade Four Social Studies Learner Outcomes continued...

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<td>4</td>
<td>History</td>
<td>Peoples, Cultures, and Change over Time</td>
<td>The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.</td>
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</table>

Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

**Implementation:** Research the changes in the demographics of our city and surroundings; discuss and debate the whys; chart the reasons why people come and go.
**Grade 5**

In grade five, the lead discipline is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. They examine regional economies and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. Students become immersed in historical inquiry, learning to “think like a historian.” They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.

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<td>5</td>
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<td>Democratic government</td>
<td>Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals.</td>
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<td>depends on informed and</td>
<td>Implementation: Historic events—Constitutional Convention, a town meeting, taxes imposed on the colonists by the British Government.</td>
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<td>engaged citizens who</td>
<td>Identiﬁe a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.</td>
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<td>exhibit civic skills and</td>
<td>Implementation: Public problem—Balls from the playground land in neighbors’ yards, students leave milk cartons on the playground.</td>
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<td>values, practice civic</td>
<td>Identify historically signiﬁcant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.</td>
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<td>participate in elections,</td>
<td>Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution.</td>
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<td>apply inquiry and analysis</td>
<td>Implementation: Protections—speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</td>
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<td>Governmental Institutions and Political Processes</td>
<td>and take action to solve problems and shape public policy.</td>
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<td>Rights and Responsibilities</td>
<td>The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.</td>
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<td>Individuals in a republic</td>
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<td>have rights, duties and</td>
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<td>responsibilities.</td>
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<td>5</td>
<td>Citizenship and Government</td>
<td>Governmental Institutions and Political Processes</td>
<td>Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution.</td>
<td><strong>Implementation:</strong> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.</td>
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<td>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</td>
<td><strong>Implementation:</strong> Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances. Role play how a bill becomes a law.</td>
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<td>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.</td>
<td>Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today. <strong>Implementation:</strong> Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources), Fees fund parks.</td>
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<td></td>
<td>Economics</td>
<td>Economic Reasoning Skills</td>
<td>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.</td>
<td>Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. <strong>Implementation:</strong> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</td>
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<td>Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. <strong>Implementation:</strong> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).</td>
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<td>5</td>
<td>Economics</td>
<td>Personal Finance</td>
<td>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.</td>
<td>Describe various uses of income and discuss advantages and disadvantages of each. <strong>Implementation:</strong> Uses of income—spend, save, pay taxes, contribute to others. Advantages of saving—earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.</td>
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<td>Economics</td>
<td>Microeconomic Concepts</td>
<td>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.</td>
<td>Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used). <strong>Implementation:</strong> Entrepreneurs—European explorers and traders. Profit equals revenue minus cost. Virginia Land Company, indentured servants.</td>
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<td></td>
<td>Geography</td>
<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information. <strong>Implementation:</strong> “TODALS” map basics—title, orientation, date, author, legend/key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</td>
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<td></td>
<td>Geography</td>
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<td>Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</td>
<td>Locate and identify the physical and human characteristics of places in the North American colonies. <strong>Implementation:</strong> Physical characteristics—landforms (Appalachian Mountains), ecosystems (forest), bodies of water (Potomac River, Chesapeake Bay), soil, vegetation, weather and climate. Human characteristics—structures (Faneuil Hall), cities (Richmond, Philadelphia, New York City), political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</td>
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<td>Human Environment Interaction</td>
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<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Explain how geographic factors affected land use in the North American colonies. <strong>Implementation:</strong> Geographic factors—climate, landforms, availability of natural resources.</td>
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<td>5</td>
<td>Historical Thinking Skills</td>
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<td>Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</td>
<td>Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. Implementation: Eras—Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</td>
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<td>History</td>
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<td>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.</td>
<td>Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions. Implementation: What happened to the colonists at the lost colony of Roanoke Island?</td>
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<td></td>
<td>History</td>
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<td>Historical events have multiple causes and can lead to varied and unintended outcomes.</td>
<td>Analyze multiple causes and outcomes of a historical event. Implementation: Historical event—the Columbian Exchange, the Revolutionary War.</td>
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<td>United States History</td>
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<td>North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)</td>
<td>Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) Implementation: Maya, Aztec, Anasazi.</td>
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<td>5</td>
<td>History</td>
<td>United States History</td>
<td>Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)</td>
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<td><strong>Implementation:</strong> Motivations—the search for a route to Asia, rivalries for resources, religious persecution.</td>
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<td>Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)</td>
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<td><strong>Implementation:</strong> Identify the “Seeds of Change.”</td>
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<td>Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)</td>
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<td><strong>Implementation:</strong> Jamestown settlement.</td>
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<td>Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763)</td>
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<td><strong>Implementation:</strong> Jamestown and Hispaniola.</td>
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<td>Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)</td>
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<td><strong>Implementation:</strong> Discuss Yanga and his followers.</td>
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<td>Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800)</td>
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<td><strong>Implementation:</strong> Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend Acts, Tea Act, “Coercive” Acts, Quebec Act), “taxation without representation,” the Boston Tea Party, the Quartering Act.</td>
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<td>History</td>
<td>United States History</td>
<td>Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800)</td>
<td><strong>Implementation:</strong> Colonial charters, Mayflower Compact, colonial assemblies, House of Burgesses.</td>
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<td>History</td>
<td>United States History</td>
<td>The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</td>
<td>Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800) <strong>Implementation:</strong> Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.</td>
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<td>History</td>
<td>United States History</td>
<td>Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800)</td>
<td><strong>Implementation:</strong> Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</td>
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<td>History</td>
<td>United States History</td>
<td>Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800)</td>
<td>Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800) <strong>Implementation:</strong> Distribution of political power, rights of individuals, rights of states, slavery, the “Great Compromise.”</td>
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**GRADE 6**

*Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state’s physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels.*

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<td>Civics</td>
<td>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.</td>
<td>Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue. <strong>Implementation:</strong> After researching, have a mock debate on the following historical issues—women’s suffrage, treaties with indigenous nations, Civil Rights movement, New Deal programs.</td>
<td><strong>Implementation:</strong> Use graphic data to analyze information about a public issue in state or local government. <strong>Implementation:</strong> Graphic data—understand, explain and draw own political cartoon.</td>
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<td>Rights and Responsibilities</td>
<td>Citizenship and its rights and duties are established by law.</td>
<td>Define citizenship in the United States and explain that individuals become citizens by birth or naturalization. <strong>Implementation:</strong> Explain the adoption process and how children became citizens (use first hand examples).</td>
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<td>Governmental Institutions and Political Processes</td>
<td>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.</td>
<td>Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch. <strong>Implementation:</strong> Divide the class into the three branches of government and create a law, implement and enforce the law, and interpret the law in a courtroom.</td>
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<td>Define federalism and describe the relationship between the powers of the federal and state governments. <strong>Implementation:</strong> Create a chart showing similarities and differences.</td>
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<td>Identify the purpose of Minnesota’s Constitution; explain how the Minnesota Constitution organizes government and protects rights. <strong>Implementation:</strong> Read the Minnesota Constitution and discuss how it organizes government and protects rights.</td>
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|        |        |                          |                               | Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them. **Implementation:** State governmental offices—attorney general, secretary of state. Local governmental offices—city council, county board. Identify the people who sit in our state and local government offices. Write a letter to those individuals asking them to state their primary duties.
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<td>Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state, and local laws.</td>
<td><strong>Implementation:</strong> Research and present examples of Federal laws—immigration; State laws—drivers’ license; City ordinances—gun control.</td>
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<td></td>
<td>Citizenship and Government</td>
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<td>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.</td>
<td>Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota’s juvenile justice system. <strong>Implementation:</strong> Invite a local law enforcement officer to speak about the following topics: Juvenile status offenses (laws that regulate behavior because the offender is under age)—truancy, tobacco use by minor, curfew violations. Goal—rehabilitation. (The adult system is more punitive.) Penalties—treatment, restorative justice, probation, deferred penalty. (Adult penalties are primarily fines and incarceration.) Long-term consequences—go beyond penalties imposed by the court system and predict future problems with the law. Privacy concerns—Juvenile proceedings are not open to the public. (Adult trials are public.)</td>
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<td>Governmental Institutions and Political Processes</td>
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<td>The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs.</td>
<td>Compare and contrast the basic structures, functions and ways of funding state and local governments. <strong>Implementation:</strong> Compare and contrast property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.</td>
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<td>Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe (Ojibwe) and Dakota today.</td>
<td><strong>Implementation:</strong> Discuss the organization of tribal government, gaming rights, hunting and fishing rights.</td>
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### Grade Six Social Studies Learner Outcomes continued...

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<td>Economics</td>
<td><strong>UNDERSTAND THAT...</strong></td>
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<td>Economic Reasoning Skills</td>
<td>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.</td>
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<td>Personal Finance</td>
<td>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.</td>
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<td>Economics</td>
<td><strong>Fundamental Concepts</strong></td>
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<td>Fundamental Concepts</td>
<td>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.</td>
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<td>Microeconomic Concepts</td>
<td>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.</td>
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| Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.  
**Implementation:** Implement a “Token Economy” within social studies classes and/or have students go through the simulation found at www.mysavingsquest.com  |
| Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one’s income.  
**Implementation:** Money Metropolis  |
| Describe the movement of goods and services, resources and money through markets in a market-based economy.  
**Implementation:** Junior Achievement class, World Finance.  |
| Explain why federal and state governments regulate economic activity to promote public well being.  
**Implementation:** Research one of the examples listed and write a short summary: Regulations—environmental (Environmental Protection Agency, Minnesota Pollution Control Agency), health (Food and Drug Administration), worker safety regulations (Occupational Safety and Health Administration); banking (Federal Deposit Insurance Corporation) and business oversight (Securities and Exchange Commission, Federal Trade Commission), wildlife preservation (Department of Natural Resources); anti-trust laws to promote competition.  |
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<td>6</td>
<td>Geography</td>
<td>Geospatial Skills</td>
<td>People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</td>
<td>Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</td>
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<td><strong>Implementation:</strong> Create a map of Minnesota using “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</td>
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<td>Geography</td>
<td>Human Systems</td>
<td>Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.</td>
<td>Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.</td>
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<td><strong>Implementation:</strong> Physical features— ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota’s indigenous people.</td>
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<td>Human Environment</td>
<td>Human Environment Interaction</td>
<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time.</td>
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<td><strong>Implementation:</strong> Land use might include agriculture, settlement, suburbanization, recreation, industry.</td>
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<td>History</td>
<td>Historical Thinking Skills</td>
<td>Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.</td>
<td>Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.</td>
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<td><strong>Implementation:</strong> Use the Dakota Conflict as the main topic for questions.</td>
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<td>History</td>
<td>United States History</td>
<td>North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)</td>
<td>Compare and contrast the Dakota and Anishinaabe (Ojibwe) nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact) Implementation: Compare and contrast Dakota and Ojibwe nations using a “foldable” as the medium.</td>
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<td>History</td>
<td>United States History</td>
<td>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)</td>
<td>Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota’s indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763) Implementation: Become a voyager and write a diary that includes details about the fur trade and interactions with Minnesota indigenous peoples and Europeans.</td>
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<td>History</td>
<td>United States History</td>
<td>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)</td>
<td>Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861) Implementation: Read and discuss the changing relationships between the United States and Dakota and Anishinaabe (Ojibwe) competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat.</td>
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<td>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)</td>
<td>Analyze how and why the United States and the Dakota and Anishinaabe (Ojibwe) negotiated treaties; describe the consequences of treaties on the Anishinaabe (Ojibwe), Dakota and settlers in the upper Mississippi River region. <strong>Implementation:</strong> Become a Dakota leader and write a letter to the governor discussing the effects of the treaties.</td>
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<td>History</td>
<td>United States History</td>
<td>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)</td>
<td>Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877) <strong>Implementation:</strong> List causes of Civil War. Read and discuss the roles of free blacks in early Minnesota.</td>
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<td>History</td>
<td>United States History</td>
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<td>Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877) <strong>Implementation:</strong> Create a timeline of the key events of the American Civil War.</td>
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<td>History</td>
<td>United States History</td>
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<td>Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war after reading articles written from both view points. (Civil War and Reconstruction: 1850-1877) <strong>Implementation:</strong> Compare and contrast the perspectives of settlers and Dakota people before, during and after the war.</td>
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<td>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)</td>
<td>Describe Minnesota and Federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe (Ojibwe) and Dakota people, especially in the areas of education, land ownership and citizenship. Implementation: Describe Minnesota and Federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe (Ojibwe) and Dakota people.</td>
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<td>United States History</td>
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<td>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. (Great Depression and World War II: 1920-1945)</td>
<td>Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945) Implementation: Become a Minnesota boy or girl from 1940. Write a letter to a family member in Europe describing life for your family.</td>
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<td>Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945) Implementation: Research and write a short essay on one of the examples listed: Trucker’s Strike, Citizen’s Alliance, New Deal Programs (Civilian Conservation Corps camps, Works Progress Administration art programs, National Youth Association roadside attraction construction), formation of the Farmer-Labor Party. Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The Great Depression and World War II: 1920-1945) Implementation: Create a timeline of key events leading to World War II Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. (The Great Depression and World War II: 1920-1945) Implementation: Using the website <a href="http://www.voicethreads.com">www.voicethreads.com</a>, create a presentation on a topic fitting the standard. For example: Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.</td>
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<td>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)</td>
<td>Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota’s people. (Post-World War II United States: 1945-1989) Implementation: Describe the impact of growth of suburbs, growth of Minnesota defense industries.</td>
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<td>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)</td>
<td>Describe civil rights and conservation movements in Post-World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945-1989)</td>
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<td>Implementation: Research and create a power point for one of the following examples: Civil Rights Movement (Hubert H. Humphrey, Eugene McCarthy); American Indian Movement; Women’s Rights Movement; Conservation Movement.</td>
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<td>Description the response of Minnesotans to global conflicts and displaced peoples since 1945. (Post-World War II United States: 1945-1989)</td>
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<td>Implementation: Invite a former member of the Red Bull National Guard or a Vietnam War vet to speak.</td>
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<td>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)</td>
<td>Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)</td>
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<td>Implementation: Find real life stories of today’s immigrants and refugees.</td>
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<td>Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present)</td>
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<td>Implementation: Study and discuss: Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota ideas—rollerblades, Post-it Notes, thermostats. Minnesota industries—mining (taconite); forestry; technology/health/biosciences (3M, Medtronic, St. Jude Medical, Mayo Clinic, United Health Group); agriculture and agribusiness (Cargill, General Mills, Land O’ Lakes, Hormel Foods); manufacturing (CHS Inc., Ecolab, Toro, Polaris); retail (Dayton’s, Target Corporation, Best Buy, Supervalu, Mall of America).</td>
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Grade 7: United States Studies (1800 to Present)

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.

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<td>Citizenship and Government</td>
<td>Civic Skills</td>
<td>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.</td>
<td>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. Implementation: Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting. Discussion of current events and reaction papers after discussion.</td>
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<td>Civic Values and Principles of Democracy</td>
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<td>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.</td>
<td>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. Implementation: Equality, liberty, First Amendment rights, criminal rights, civil rights.</td>
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<td>Rights and Responsibilities</td>
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<td>Individuals in a republic have rights, duties and responsibilities.</td>
<td>Explain landmark Supreme Court 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. Implementation: Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.</td>
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<td>Citizenship and its rights and duties are established by law.</td>
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<td>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. Compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens. Implementation: Voting, paying taxes, owning property.</td>
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| 7     | Citizenship and Government                | Governmental Institutions and Political Processes | 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. | Describe historical applications of the principle of checks and balances within the United States government.  
  **Implementation:** Johnson’s impeachment, Roosevelt’s court packing plan, War Powers Resolution. |
|       |                                            |                                               | 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. | Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.  
  **Implementation:** Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.  
  Describe the amendment process and the impact of key constitutional amendments. |
|       |                                            |                                               | Free and fair elections are key elements of the United States political system.             | Analyze how changes in election processes over time contributed to freer and fairer elections.  
  **Implementation:** Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting. |
<p>|       | Relationships of the United States to other nations and organizations. |                                               | The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools. |</p>
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<td>7</td>
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<td>Economic Reasoning Skills</td>
<td><strong>UNDERSTAND THAT...</strong> 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.</td>
<td><strong>BENCHMARK</strong> Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices. <strong>Implementation:</strong> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.</td>
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<td>Fundamental Concepts</td>
<td><strong>UNDERSTAND THAT...</strong> Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.</td>
<td><strong>BENCHMARK</strong> Explain how items are allocated or rationed when scarcity exists. <strong>Implementation:</strong> Sugar, gasoline and other goods rationed by coupons during WWII; 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.</td>
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<td>Economics</td>
<td><strong>UNDERSTAND THAT...</strong> 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 food, service or resource.</td>
<td><strong>BENCHMARK</strong> Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market. <strong>Implementation:</strong> Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.</td>
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<td>Microeconomics</td>
<td><strong>UNDERSTAND THAT...</strong> 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.</td>
<td><strong>BENCHMARK</strong> 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. <strong>Implementation:</strong> Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.</td>
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<td>7</td>
<td>Geography</td>
<td>Geospatial Skills—</td>
<td>Understand that...</td>
<td>Create and use various kinds of maps, including overlaying thematic maps,</td>
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<td>The World in Spatial Terms</td>
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<td>of places in the United States; incorporate the “TODALSS”</td>
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<td>map basics, as well as points, lines and colored areas to display spatial</td>
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<td>information.</td>
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<td><strong>Implementation:</strong> “TODALSS” map basics—title, orientation, date, author,</td>
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<td>legend/key, source, and scale. Spatial information—cities, roads,</td>
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<td>boundaries, bodies of water, regions.</td>
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<td>Pose questions about a topic in United States history, gather and</td>
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<td>organize a variety of primary and secondary sources related to the</td>
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<td>questions, analyze sources for credibility and bias; suggest possible</td>
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<td>answers and write a thesis statement; use sources to draw conclusions</td>
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<td>and support the thesis; present supported findings, and cite sources.</td>
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<td>Compare and contrast the distribution and political status of indigenous</td>
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<td>populations in the United States and Canada; describe how their status</td>
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<td>has evolved throughout the nineteenth and twentieth centuries.</td>
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<td>Describe the processes that led to the territorial expansion of the</td>
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<td>United States, including the Louisiana Purchase and other land purchases,</td>
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<td>wars and treaties with foreign and indigenous nations, and annexation.</td>
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<td><strong>Implementation:</strong> Tecumseh's War, Adams-Onis Treaty of 1819, Texas</td>
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<td>annexation, Oregon Trail, “Manifest Destiny” concept.</td>
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<td>Identify new technologies and innovations that transformed the United</td>
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<td>States’ economy and society; explain how they influenced political and</td>
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<td>regional development.</td>
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<td><strong>Implementation:</strong> Cotton gin, power loom, steam engine, railroad.</td>
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<td>Historical Thinking Skills</td>
<td>Historical inquiry is a process in which</td>
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<td>Pose questions about a topic in United States history, gather and</td>
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<td>historical evidence are analyzed to draw</td>
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<td>questions, analyze sources for credibility and bias; suggest possible</td>
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<td>conclusions about how and why things</td>
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<td>happened in the past.</td>
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<td>and support the thesis; present supported findings, and cite sources.</td>
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<td>People, Cultures and Change Over Time</td>
<td>The differences and similarities of cultures</td>
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<td>Compare and contrast the distribution and political status of indigenous</td>
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<td>around the world are attributable to their</td>
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<td>populations in the United States and Canada; describe how their status</td>
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<td>diverse origins and histories, and</td>
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<td>United States History</td>
<td>Economic expansion and the conquest of</td>
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<td>indigenous and Mexican territory spurred</td>
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<td><strong>Implementation:</strong> Tecumseh's War, Adams-Onis Treaty of 1819, Texas</td>
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<td>the agricultural and industrial growth of</td>
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<td>the United States; led to increasing</td>
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<td>Identify new technologies and innovations that transformed the United</td>
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<td>regional, economic and ethnic divisions; and</td>
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<td>States’ economy and society; explain how they influenced political and</td>
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<td>inspired multiple reform movements.</td>
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<td>regional development.</td>
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<td><strong>Implementation:</strong> Cotton gin, power loom, steam engine, railroad.</td>
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<td>7</td>
<td>History</td>
<td>United States History</td>
<td>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)</td>
<td>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: 1850-1871)</td>
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<td>Implementation: Missouri Compromise, Nullification Crisis, Compromise of 1850; Bleeding Kansas.</td>
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<td>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)</td>
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<td>Implementation: Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.</td>
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<td>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)</td>
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<td>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)</td>
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<td>Implementation: Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck &amp; Co.</td>
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<td>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)</td>
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<td>History</td>
<td>United States History</td>
<td>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)</td>
<td>Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</td>
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<td><strong>Implementation:</strong> 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).</td>
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<td>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)</td>
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<td><strong>Implementation:</strong> Withdrawal of federal troops from the South in 1877, Southern “redeemer” governments, 1892 Plessy v. Ferguson decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.</td>
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<td>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)</td>
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<td><strong>Implementation:</strong> National American Woman Suffrage Association, National Woman’s Party.</td>
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<td>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)</td>
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<td><strong>Implementation:</strong> Spanish-American War, “Big Stick” and Dollar Diplomacy, annexation of Hawaii.</td>
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<td>History</td>
<td>United States History</td>
<td>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)</td>
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<td>Implementation: Submarine warfare, the sinking of the Lusitania, 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.</td>
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<td>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)</td>
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<td>Implementation: Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</td>
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<td>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)</td>
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<td>Implementation: 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.</td>
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<td>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)</td>
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<td>Implementation: 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.</td>
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<td>United States History</td>
<td>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)</td>
<td>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)</td>
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<td>History</td>
<td>United States History</td>
<td>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)</td>
<td>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)</td>
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Implementation: Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.


Implementation: Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.

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<td><strong>7</strong></td>
<td>UNDERSTAND THAT...</td>
<td>Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>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)</strong></td>
<td><strong>Implementation:</strong> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.</td>
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<td><strong>History</strong></td>
<td><strong>Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)</strong></td>
<td><strong>Implementation:</strong> G.I. Bill, Fair Deal, New Frontier, Great Society.</td>
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<td><strong>History</strong></td>
<td><strong>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)</strong></td>
<td><strong>Implementation:</strong> Describe how the new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present)</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>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)</strong></td>
<td><strong>Implementation:</strong> New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.</td>
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<tr>
<td><strong>History</strong></td>
<td><strong>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)</strong></td>
<td><strong>Implementation:</strong> North American free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</td>
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</table>
Grade eight features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Content drawn from citizenship and government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary “Studies” approach. The Global Studies benchmarks pertain to four themes (listed below), offering students additional opportunities for integrated learning experiences. Students in Global Studies explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. They learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

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<td>8</td>
<td>Citizenship and Government</td>
<td>Civic Skills</td>
<td>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.</td>
<td>Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</td>
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<td>Relationships of the United States to other nations and organizations</td>
<td>International political and economic institutions influence world affairs and United States foreign policy.</td>
<td>Explain why governments belong to different types of economic alliances and international and regional organizations.</td>
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<td>Governments are based on different political philosophies and are established to serve various purposes.</td>
<td>Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.</td>
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<td>Economic Reasoning Skills</td>
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<td><strong>UNDERSTAND THAT...</strong></td>
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<td>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.</td>
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<td>Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</td>
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**Implementation:** Techniques—Paced decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics.

|       | Fundamental Concepts     |                            | 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. |
|       |                         |                            | **BENCHMARK** |
|       |                         |                            | Identify factors which affect economic growth (percentage changes in Gross Domestic Product—GDP) and lead to a different standard of living in different countries. |

**Implementation:** Factors—investment in physical capital, use of natural resources, application of new technologies, education and training, political stability.

|       | Economics               |                            | Identify characteristics of command, mixed, and market-based (capitalist) economies; classify the economic systems of countries in a given region. |
|       |                         |                            | **BENCHMARK** |
|       |                         |                            | Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade. |

**Implementation:** Absolute advantage—using fewer resources to produce a good (based on differences in productivity). Comparative advantage—giving up fewer other goods to produce a good (based on differences in opportunity costs). A worker in Country A can produce two rugs or four pizzas in one day, while a worker in Country B can only produce one rug or one half of a pizza. Country A has an absolute advantage in producing both rugs and pizzas (workers can produce more of both). However, Country B has a comparative advantage in producing rugs (one rug costs one half of a pizza in Country B, while in Country A one rug costs two pizzas). Both countries would be better off if Country A specialized in producing pizzas and Country B specialized in producing rugs and they traded at a rate of one rug for one pizza.

|       | Macroeconomics          |                            | International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world. |
|       |                         |                            | **BENCHMARK** |
|       |                         |                            | **BENCHMARK** |
|       |                         |                            | Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade. |

**Implementation:** Absolute advantage—using fewer resources to produce a good (based on differences in productivity). Comparative advantage—giving up fewer other goods to produce a good (based on differences in opportunity costs). A worker in Country A can produce two rugs or four pizzas in one day, while a worker in Country B can only produce one rug or one half of a pizza. Country A has an absolute advantage in producing both rugs and pizzas (workers can produce more of both). However, Country B has a comparative advantage in producing rugs (one rug costs one half of a pizza in Country B, while in Country A one rug costs two pizzas). Both countries would be better off if Country A specialized in producing pizzas and Country B specialized in producing rugs and they traded at a rate of one rug for one pizza.
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<tr>
<td>8</td>
<td>Geography</td>
<td>Geospatial Skills</td>
<td>UNDERSTAND THAT...</td>
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<td>Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.</td>
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</table>

**Implementation:** Sources— Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs, maps, aerial photos and other images. Geographic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places? Questions might also relate to urban development, environmental concerns, transportation issues, flood control. |

|       |         |           | Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information. |
|       |         |           | Implementation: “TODALSS” map basics—title, orientation, date, author, legend/key, source, scale. Spatial information—cities, roads, boundaries, bodies of water, regions. |

<p>|       |         |           | 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. |
|       |         |           | Implementation: Questions about geographic issues might relate to urban development, environmental concerns, transportation issues, flood control. Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. |</p>
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<tr>
<td>8</td>
<td>Geography</td>
<td>Places and Regions</td>
<td>Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</td>
<td>Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places. Implementation: Physical characteristics—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate. Human characteristics—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</td>
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<td></td>
<td>Geography</td>
<td>Human Systems</td>
<td>The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).</td>
<td>Describe the locations of human populations and the cultural characteristics of the United States and Canada. Implementation: Locations of human populations—density and distribution of population, patterns of human settlement, location of major urban centers, dynamics of population growth, migration, refugees, rural to urban movement, suburbanization, migration of labor. Cultural characteristics—patterns of government, international relations, colonialism, patterns of language, patterns of religion, distribution of major cultural groups and minority groups, significant current changes in culture and economy. Also, ABC booklet on Asia.</td>
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<td>Geography</td>
<td>Human Systems</td>
<td>Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
<td>Describe how the physical and environmental features of the United States and Canada affect human activity and settlement. Implementation: Physical and environmental features—Climate, landforms, distribution of resources, waterways, ecosystems.</td>
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| 8     |        |           | **The meaning, use, distribution and importance of resources changes over time.** | Explain how the changing patterns of industrialization and trade between the United States, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance.  
**Implementation:** Trade patterns between Minnesota and Mexico, North American Free Trade Agreement, trade patterns between Minnesota and Canada, the building of the Great Lakes Seaway, the manufacturing of automobiles and other products in the Great Lakes Industrial Region, the development of the Canadian oil and gas fields and the pipelines connecting them to markets in the United States. |
|       |        | Human Environment Interaction | | Describe the impact of comparative advantage, the international division of labor, and de-industrialization on manufacturing regions and commercial districts within urban areas in the United States and Canada.  
**Implementation:** Decline of the Midwest as an industrial region because of the outsourcing of manufacturing, the rise of export focused garment manufacturing in China, Southeast Asia and elsewhere, the development of call centers and computer technology support services in India. |
|       |        | Human Systems | **The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).** | Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies.  
**Implementation:** Mexico City (site of former Aztec Capital), Brasilia (twentieth century planned city). |
<p>|       |        | Human Environment Interaction | <strong>Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</strong> | Describe how the physical and environmental features of Latin America affect human activity and settlement. |
|       |        |           | <strong>The meaning, use, distribution and importance of resources changes over time.</strong> | Describe the changing role of Latin America in global trade networks. |</p>
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<td>Human Systems</td>
<td>The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).</td>
<td>Describe the locations of human populations and the cultural characteristics of Europe and Russia, including the role of migration patterns, and the impact of aging population and other effects of demographic transition.</td>
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<td>4</td>
<td>Human Environment Interaction</td>
<td>Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
<td>Describe how the physical and environmental features of Europe and Russia affect human activity and settlement.</td>
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<td>5</td>
<td>Human Environment Interaction</td>
<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Describe the role of Europe in the global economy today.</td>
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<td>5</td>
<td>Human Environment Interaction</td>
<td>The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).</td>
<td>Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa.</td>
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<td>Human Environment Interaction</td>
<td>Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
<td>Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement.</td>
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<td>5</td>
<td>Human Environment Interaction</td>
<td>Processes of cooperation and conflict among people influence the division and control of Earth’s surface.</td>
<td>Describe the impact of nationalist movements in the twentieth century on contemporary geopolitics in Southwest Asia and North Africa.</td>
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<td>5</td>
<td>Human Environment Interaction</td>
<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa.</td>
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<td>Human Systems</td>
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<td>The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).</td>
<td>Describe the locations of human populations and the cultural characteristics of East Asia and Southeast Asia, including how the demographic transition has influenced the region's population, economy and culture. Implementation: The aging population of Japan, population policies of China and Japan, rural to urban migration in China, movement of Chinese and South Asian workers into Southeast Asia, migration of Hmong into Southeast Asia.</td>
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<td>Geography</td>
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<td>Geometric factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
<td>Describe how the physical and environmental features of East Asia and Southeast Asia affect human activity and settlement.</td>
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<td>Human Systems</td>
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<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Identify the characteristics of a market economy that exist in contemporary China; describe how China's changing economy has impacted the United States and the global economic system since 1970. Implementation: Reading on black market/piracy and effects on legitimate trade.</td>
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<td>Human Systems</td>
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<td>The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).</td>
<td>Describe the locations of human populations and the cultural characteristics of South Asia and Central Asia, including causes for the differences in population density in the region, and implications of population growth in South Asia on the future world population. Implementation: Relative stability of steppe nomads (herders) over time in Central Asia, intensive agricultural development and demographic transition in South Asia.</td>
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<td>Human Systems</td>
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<td>Geometric factors influence the distribution, functions, growth and patterns of cities and human settlements.</td>
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<td>Human Environment Interaction</td>
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<td>The meaning, use, distribution and importance of resources changes over time.</td>
<td>Analyze the role of comparative advantage in the rise of the Indian market economy in the global economic system. Implementation: Large number of educated speakers of English able to work in call centers, development of manufacturing based on local capital, labor and markets, development of high-tech industry, international finance.</td>
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Grade Eight Global Studies Learner Outcomes continued...
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<td>The characteristics, distri-</td>
<td>Describe the locations of human populations and the cultural characteristics of Africa South of the Sahara, including the causes and effects of the demographic transition since 1945.</td>
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<td>bution and migration of hu-</td>
<td>Implementation: Industrialization of South Africa, rural to urban migration, the AIDS epidemic, transnational migration.</td>
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<td>The characteristics, distri-</td>
<td>Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India’s independence movement.</td>
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<td>bution and complex-</td>
<td>Implementation: creation of South Sudan, attempted Biafran independence movement, separation of Singapore from Malaysia, separation of Bangladesh from Pakistan.</td>
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<td>Geographic factors influ-</td>
<td>Describe how the physical and environmental features of Australia/Oceania affect human activity and settlement, including how the human populations have adapted to and changed the landscape differently over time.</td>
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<td>ence the distribution,</td>
<td>Implementation: Aboriginal peoples, gold rush, opal mining, expansion of commercial agriculture, development of the Outback.</td>
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<td>History</td>
<td>Human Thinking Skills</td>
<td>Historical inquiry is a</td>
<td>Pose questions about a topic in world 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.</td>
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<td>8</td>
<td>History</td>
<td>World History</td>
<td>Post-World War II political 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)</td>
<td>Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989) Implementation: Revolutions—Latin America, Iran; independence movements in Africa, Southeast Asia; social transformations—demographic changes, urbanization, Westernization.</td>
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<td>Describe causes of economic imbalances and social inequalities among the world’s peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)</td>
<td>Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present) Implementation: Diasporic communities such as those originating from the Horn of Africa, Latin America, West Africa, Southeast Asia, India.</td>
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<td>STANDARD UNDERSTAND THAT...</td>
<td>BENCHMARK</td>
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<td>8</td>
<td>History</td>
<td>World History</td>
<td>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 to Present)</td>
<td>Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present) Analyze how Pacific Rim countries have achieved economic growth in recent decades. (The New Global Era: 1989 to Present) <strong>Implementation:</strong> Pacific Rim Countries—Four Tigers (South Korea, Singapore, Taiwan, Hong Kong), Japan, China. Assess the state of human rights around the world as described in the 1948 <em>Universal Declaration of Human Rights</em>. (The New Global Era: 1989 to Present) <strong>Implementation:</strong> Students write own version of <em>Universal Declaration of Human Rights</em>. Describe how movements and social conditions have affected the lives of women in different parts of the world. (The New Global Era: 1989 to Present) <strong>Implementation:</strong> Social status, education, economic opportunity, political and civil rights. Assess the influence of television, the Internet and other media on cultural identity and social and political movements. (The New Global Era: 1989 to Present) <strong>Implementation:</strong> Social media, cell phones, blogs, government censorship. Social and political movements such as “Arab Spring”. Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization. (The New Global Era: 1989 to Present) <strong>Implementation:</strong> Revitalizing a dying language, resisting western influence.</td>
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LITERACY STANDARDS
Grades 7 & 8
(American History and Global Studies)

(Each of the following standards will be implemented with emphasis on reading standards in 7th grade and writing standards in 8th grade.)

Reading Benchmarks:
6.12.1.1-------- Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.
6.12.2.2-------- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6.12.3.3-------- Identify key steps in a text’s description of a process related to history/social studies.
6.12.4.4-------- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6.12.5.5-------- Describe how a text presents information.
6.12.7.7-------- Integrate visual information with other information in print and digital texts.
6.12.8.8-------- Distinguish among fact, opinion, and reasoned judgment in a text.
6.12.9.9-------- Analyze the relationship between a primary and secondary source on the same topic.
6.12.10.10------ By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Benchmarks:
6.14.1.1-------- Write arguments focused on discipline-specific content.
6.14.2.2-------- Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/experiments, or description of technical processes.
6.14.3.3-------- (not applicable as a separate requirement)
6.14.4.4-------- Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose and audience.
6.14.5.5-------- With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed.
6.14.6.6-------- Use technology, including, but not limited to, the internet, to produce and publish writing and multimedia texts, and present the relationships between information and ideas clearly and efficiently.
6.14.7.7-------- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6.14.8.8-------- Gather relevant information from multiple data, print, physical and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6.14.9.9-------- Draw evidence from literary or informational texts to support analysis, reflection and research.
6.14.10.10------ Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Sub-strand #4 United States History

**Standard - 15.** North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)

9.4.4.15.1 Benchmark: Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations. (Before European Contact)

9.4.4.15.2 Benchmark: Describe change over time in selected indigenous nations, including migration, trade and conflict. (Before European Contact)

**Standard -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 Benchmark: 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)

*Implementation: Debate Native American Genocide?*

9.4.4.16.2 Benchmark: Compare and contrast the motivations for exploration, conquest and colonization in North America by different European nations. (Colonization and Settlement: 1585-1763)

9.4.4.16.3 Benchmark: Identify the varied economic, political and religious motives of free and indentured European immigrants who settled in North America. (Colonization and Settlement: 1585-1763)

*Implementation: Read and analyze excerpts from primary documents such as Mayflower Compact, writings of John Winthrop, etc.*

9.4.4.16.4 Benchmark: Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on West Africa, Europe, and the Americas (North America, Caribbean, Central and South America), including the impact on enslaved Africans. (Colonization and Settlement: 1585-1763)

9.4.4.16.5 Benchmark: Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization. (Colonization and Settlement: 1585-1763)
9.4.4.16.6 Benchmark: Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people. (Colonization and Settlement: 1585-1763)

9.4.4.16.7 Benchmark: Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization. (Colonization and Settlement: 1585-1763)

Implementation: The Great Awakening, 1720s to early 1760s; the difference in gender roles North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period.

Standard 17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation, 1754-1800)

9.4.4.17.1 Benchmark: Describe the political and military events that caused some North American colonies to break with Great Britain, wage war and proclaim a new nation in 1776. (Revolution and a New Nation: 1754-1800)

Implementation: Events—French and Indian War, Stamp Act, Boston Tea Party, etc.

9.4.4.17.2 Benchmark: Analyze the American revolutionaries’ justifications, principles and ideals as expressed in the Declaration of Independence; identify the sources of these principles and ideals and their impact on subsequent revolutions in Europe, the Caribbean, and Latin America. (Revolution and a New Nation: 1754-1800)

Implementation: Read and analyze Declaration of Independence, discuss influence of Enlightenment ideas.

9.4.4.17.3 Benchmark: Develop a timeline of the major events and turning points of the American Revolution, including the involvement of other nations; analyze the reasons for American victory. (Revolution and a New Nation: 1754-1800)

9.4.4.17.4 Benchmark: Analyze the arguments about the organization and powers of the federal government between 1783 and 1800, including the debates over the Articles of Confederation, the Constitution and the Bill of Rights; explain the origins of the two-party political system and the significance of the election of 1800. (Revolution and a New Nation: 1754-1800)

Implementation: Ratification debates—Federalists/Anti-Federalists, full funding and assumption, Neutrality Proclamation and the Election of 1800).

Standard 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)

9.4.4.18.1 Benchmark: Analyze the differential impact of technological change and innovation on regional economic development and labor systems. (Expansion and Reform: 1792-1861)

Implementation: Technological changes—the cotton gin, the factory system, steam transportation, the Erie Canal, early railroads, the telegraph.
9.4.4.18.2 Benchmark: Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. (Expansion and Reform: 1792-1861)

Implementation: Louisiana Purchase; multiple treaty negotiations with and wars against indigenous nations and Native alliances; negotiated annexation of Texas; United States-Mexican War.

9.4.4.18.3 Benchmark: Analyze changes in the United States political system including the simultaneous expansion and constriction of voting rights and the development of new political parties. (Expansion and Reform: 1792-1861)

Implementation: The collapse of the first party system (Federalists and Democratic-Republicans), the emergence of the second party system (Democrats and Whigs), new third parties including Know-Nothing, Free Soil and Republican, extending right to vote to all white men while disenfranchising free Black men.

9.4.4.18.4 Benchmark: Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements. (Expansion and Reform: 1792-1861)

9.4.4.18.5 Benchmark: Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. (Expansion and Reform: 1792-1861)

Implementation: The “Woman” movement, abolition movement, the Second Great Awakening.

9.4.4.18.6 Benchmark: Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792-1861)

Implementation: Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives. Read and analyze excerpts from primary documents such as Uncle Tom’s Cabin.

Standard 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)

9.4.4.19.1 Benchmark: Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.2 Benchmark: Describe the recurring antebellum debates over slavery and state’s rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.3 Benchmark: Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.4 Benchmark: Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war. (Civil War and Reconstruction: 1850-1877)
9.4.4.19.5 Benchmark: Describe how the political policies, innovations and technology of the Civil War era had a lasting impact on United States society. (Civil War and Reconstruction: 1850-1877)
Implementation: Documentary Video excerpts such as Ken Burn’s Civil War. Class discussion on mechanization of warfare

9.4.4.19.6 Benchmark: Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles. (Civil War and Reconstruction: 1850-1877)

9.4.4.19.7 Benchmark: Describe the content, context, and consequences of the Thirteenth, Fourteenth and Fifteenth amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation. (Civil War and Reconstruction: 1850-1877)

Standard 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)

9.4.4.20.1 Benchmark: Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions. (Development of an Industrial United States: 1870-1920)

9.4.4.20.2 Benchmark: Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population. (Development of an Industrial United States: 1870-1920)
Implementation: Develop and analyze charts reflecting population growth of the United States.

9.4.4.20.3 Benchmark: Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country. (Development of an Industrial United States: 1870-1920)

9.4.4.20.4 Benchmark: Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (Development of an Industrial United States: 1870-1920)

9.4.4.20.5 Benchmark: Describe “Jim Crow” racial segregation and disenfranchisement in the South, the rise of “scientific racism,” the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality. (Development of an Industrial United States: 1870-1920)
Implementation: Economic or Political Equality first? Debate

9.4.4.20.6 Benchmark: Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions. (Development of an Industrial United States: 1870-1920)
Implementation: Video such as The Progressives; Read and analyze excerpts from The Jungle

9.4.4.20.7 Benchmark: Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. (Development of an Industrial United States: 1870-1920)
**9.4.4.20.8 Benchmark:** Explain how the United States became a world power via trade and the imperialist acquisition of new territories. (Development of an Industrial United States: 1870-1920)

*Implementation:* Discuss growing power of federal government to regulate industry and finance. Debate pros/cons of Imperialism

**Writing Standards:**

9.14.1.1 Write arguments focused on discipline-specific content.

*Implementation:* 5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, or 1920’s was best/worst of times, etc.

9.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose, and audience.

*Implementation:* 5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, or 1920’s was best/worst of times, etc.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

*Implementation:* Students will create a power-point presentation including a hyperlink

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…

*Implementation:* Students will create a power-point presentation including a hyperlink.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

*Implementation:* Journaling, reaction papers, essay questions (take home and test)

**Reading Standards:**

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*Implementation:* Discuss causes/effects of events, especially World Wars…

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies

*Implementation:* Vocabulary work within each unit

9.12.5.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

*Implementation:* Preview of text structure during first unit.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

*Implementation:* Analysis of Maine explosion

9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

*Implementation:* Analysis of data during Great Depression/New Deal (Dust Bowl maps, unemployment charts, etc.)
United States History 9B
Semester – 1 Credit
Required
Grade 9-12

History Strand 4

Sub-Strand #4 United States History

**Standard #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. (Great Depression and World War II: 1920-1945)

**9.4.4.21.1 Benchmark:** Describe the contributions of individuals and communities in relation to the art, literature and music of the period. (Great Depression and World War II: 1920-1945)

*Implementation:* Mini-research project and presentation on famous people of the 1920’s.

**9.4.4.21.2 Benchmark:** Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions. (Great Depression and World War II: 1920-1945)

*Implementation:* Causes of Great Depression graphic organizer

**9.4.4.21.3 Benchmark:** Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. (Great Depression and World War II: 1920-1945)

*Implementation:* Class discussion on growing power of federal government.

**9.4.4.21.4 Benchmark:** Describe the role of the United States as an emerging world leader and its attempts to secure peace and remain neutral; explain the factors that led the United States to choose a side for war. (Great Depression and World War II: 1920-1945)

**9.4.4.21.5 Benchmark:** Identify major conflicts of World War II; compare and contrast military campaigns in the European and Pacific theaters. (Great Depression and World War II: 1920-1945)

*Implementation:* Documentary films such as WWII in color; Student and Teacher created multi-media presentations.

**9.4.4.21.6 Benchmark:** Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States. (Great Depression and World War II: 1920-1945)

*Implementation:* Japanese internment camps, Rosie the Riveter, the Bracero Program.

**Standard #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)

**9.4.4.22.1 Benchmark:** Analyze the technological and societal changes that affected popular culture in the post WWII era. (Post-World War II United States: 1945-1989)

*Implementation:* Art, literature, rock n’ roll, the Beat poets.

**9.4.4.22.2 Benchmark:** Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945-1989)
Implementation: Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis. Analyze primary documents such as George Kennan telegram, Truman Doctrine, and photos from the Cuban Missile Crisis.

9.4.4.22.3 Benchmark: Analyze the role of the United States in Southeast Asia including the Vietnam War; evaluate the impact of the domestic response to the war. (Post-World War II United States: 1945-1989)
Implementation: Documentary Videos from Vietnam war series. Read and analyze primary documents such as Gulf of Tonkin Resolution and Port Huron Statement.

9.4.4.22.4 Benchmark: Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. (Post-World War II United States: 1945-1989)

9.4.4.22.5 Benchmark: Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945-1989)
Implementation: Class activities such as a role-playing debate and law proposal simulation. Documentary video such as Eyes on the Prize.

9.4.4.22.6 Benchmark: Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945-1989)
Implementation: Compare and Contrast fractures within the movement: MLK v. Malcolm X, Black Panthers v. NAACP.

9.4.4.22.7 Benchmark: Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns. (Post-World War II United States: 1945-1989)

9.4.4.22.8 Benchmark: Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945-1989)

9.4.4.22.9 Benchmark: Evaluate the effectiveness of United States policies in ending the Cold War. (Post-World War II United States: 1945-1989)

Standard #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)

9.4.4.23.1 Benchmark: Describe the competing views about the role of government in American life since 1980. (The United States in a New Global Age: 1980-present)
Implementation: Reagonomics

9.4.4.23.2 Benchmark: Explain how United States involvement in world affairs after the Cold War continues to affect modern foreign policy. (The United States in a New Global Age: 1980-present)
Implementation: Multi-media presentation on current world events including War on Terror.
9.4.4.23.3 Benchmark: 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)

9.4.4.23.4 Benchmark: Analyze the impact of twenty-first century technological innovations on society. (The United States in a New Global Age: 1980-present)

9.4.4.23.5 Benchmark: Evaluate the United States’ global economic connections and interdependence with other countries. (The United States in a New Global Age: 1980-present)

Writing Standards:

9.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events.

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.5.5 Use a writing process to develop and strengthen writing as needed and appropriate to the discipline.

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

**Implementation:** Students will create a power-point presentation including a hyperlink, newscast projects can be uploaded to You-Tube.

9.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem… synthesize ideas from multiple sources to demonstrate an understanding of the subject under investigation.

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

**Implementation:** Journaling, reaction papers, essay questions (take home and test).

Reading Standards:

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Implementation:** Cause/effect of Cold war actions taken by United States.
9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.
*Implementation:* Vocabulary work within each unit.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.
*Implementation:* Analyze theories of the Kennedy Assassination.
Sub-Strand #1 - Historical Thinking Skills

**Standard #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 happen.

**9.4.1.2.1 Benchmark:** 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.

**Implementation:** Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.

**9.4.1.2.2 Benchmark:** Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 - World History

**Standard #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 Benchmark:** 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)

**Standard #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 Benchmark:** 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 - Benchmark:** 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)

**Standard #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 - Benchmark:** 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


9.4.3.8.2 - Benchmark: 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)

Implementation: Identify the major characteristics of a civilization (cities, organized government, complex religion, art and architecture, written language, public works, job specialization, and social classes. Analyze examples from early river valley societies like Egyptian, Babylon, and Sumerian. Small group Internet based research using S.P.I.C.E analysis process on ancient civilizations of Shang, Egyptian, Babylon, and Sumerian and presentations.

9.4.3.8.3 - Benchmark: 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)

Standard #9: Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distance, 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: 6001450)

9.4.3.9.1 - Benchmark: 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 - Benchmark: 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 - Benchmark: 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 - Benchmark: 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)

9.4.3.9.5 - Benchmark: 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) For example: The Black Death, Byzantine Empire, Eastern Orthodoxy, and Roman Catholicism.

9.4.3.9.6 - Benchmark: 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 - Benchmark: 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) For example: Dar al Islam, Crusades, Renaissance.

Standard #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 - Benchmark: 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 - Benchmark: 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)
Implementation: Maritime technology, Reconquista.

9.4.3.10.3 - Benchmark: 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 - Benchmark: 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)

9.4.3.10.5 - Benchmark: 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 - Benchmark: 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 - Benchmark: 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 - Benchmark: Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750)
Implementation: Seclusion of Tokugawa, Ming Trade, Jesuit Missionaries.

9.4.3.10.9 - Benchmark: 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)

Writing Standards:

9.14.1.1 Write arguments focused on discipline-specific content.
Implementation: 5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.
9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…

**Implementation:** Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

**Implementation:** Journaling, reaction papers, essay questions.

**Reading Standards:**

9.12.1.1 Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

**Implementation:** Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).

9.12.2.2 Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Implementation:** Students will read excerpts from primary sources such as “The Children of The Sun” - Incas, “The Prince” - Renaissance Italy, “The Broken Spears” - Aztecs, etc…

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Implementation:** Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. Example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

**Implementation:** Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.

9.12.5.5 Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.

**Implementation:** Preview of text structure during first unit.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

**Implementation:** Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.

9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

**Implementation:** Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.
9.12.8.8 Assess the extent to which the reasoning and evidence in text support the author’s claims.
*Implementation:* Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.

9.12.9.9 Compare and contrast the treatment of the same topic in several primary and secondary sources.
*Implementation:* Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory.

9.12.10.10 By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
*Implementation:* Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc…
World History 10B
Semester - 1 Credit
Required
Grade 10

History - Strand - 4

Sub-Strand #1 - Historical Thinking Skills

**Standard #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 happen.

**9.4.1.2.1 Benchmark:** 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.

*Implementation:* Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.

**9.4.1.2.2 Benchmark:** Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 – World History

**Standard #11:** Industrialization ushered in wide-spread 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 Benchmark:** Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922)

*Implementation:* 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 Benchmark:** Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922) 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)

*Implementation:* Toussaint L’Ouverture in Haiti, Simon Bolivar in Venezuela.

**9.4.3.11.3 Benchmark:** 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)


**9.4.3.11.4 Benchmark:** 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)

9.4.3.11.5 Benchmark: 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)

Implementation: 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 Benchmark: Compare and contrast the development and results of state building and nationalism in the nineteenth century. (The Age of Revolutions: 1750-1922)

Implementation: Mexico, Germany, Japan, Zionism.

9.4.3.11.7 Benchmark: Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750-1922)

Implementation: Berlin Conference, Treaty of Nanking, Sepoy Rebellion (India’s First War of Independence).

9.4.3.11.8 Benchmark: Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750-1922)

Implementation: Opium War, Boxer Rebellion, Meiji Restoration.

Standard #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 Benchmark: Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.

9.4.3.12.2 Benchmark: 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 Benchmark: Describe the social, political and economic causes and main turning points of World War II. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.

9.4.3.12.4 Benchmark: 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 Benchmark: Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: Developments—electricity, automobile, hydrogen bomb, vaccines.

Standard #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 Benchmark: Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950-1989)
Implementation: Great Leap Forward, Cultural Revolution, Tiananmen Square.

9.4.3.13.2 Benchmark: 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)

9.4.3.13.3 Benchmark: 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)
Implementation: The Congo, Nicaragua, Afghanistan.

9.4.3.13.4 Benchmark: 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)
Implementation: Cambodia, Rwanda, Darfur.

Standard #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 Benchmark: Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)
Implementation: Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional).

9.4.3.14.2 Benchmark: 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)

Writing Standards:

9.14.1.1 Write arguments focused on discipline-specific content
Implementation: 5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…
Implementation: Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Implementation: Journaling, reaction papers, essay questions.

Reading Standards:

9.12.1.1 Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.
**Implementation:** Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).

9.12.2.2 Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Implementation:** Students will read excerpts from primary sources such as “The Children of The Sun”-Incas, “The Prince”-Renaissance Italy, “The Broken Spears”-Aztecs, etc…

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Implementation:** Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. An example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

**Implementation:** Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.

9.12.5.5 Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.

**Implementation:** Preview of text structure during first unit.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

**Implementation:** Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.

9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

**Implementation:** Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.

9.12.8.8 Assess the extent to which the reasoning and evidence in text support the author’s claims.

**Implementation:** Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.

9.12.9.9 Compare and contrast the treatment of the same topic in several primary and secondary sources.

**Implementation:** Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory.

9.12.10.10 By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Implementation:** Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc…
Course: Human Geography  
Semester Course – 1 credit  
Required  
Grade 11-12  

Geography – Strand- 3

Sub-Strand #1: Geospatial Skills

**Standard 1:** People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

**9.3.1.1 Benchmark:** Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.  
**Implementation:** Maps showing changing political boundaries and tables showing the distribution of refugees from areas affected by natural disasters.

**9.3.1.2 Benchmark:** 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.  
**Implementation:** Technologies—aerial photographs, satellite-produced imagery, and geographic information systems (GIS). Web-based GIS activity; compare thematic maps to show relationship among population distribution; climate and economic activity

Standard 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 Benchmark:** Use geospatial technologies to make and justify decisions about the best location for facilities.  
**Implementation:** Technologies—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Decision about location of facilities using range and relocation of resources.

**9.3.1.2.2 Benchmark:** Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.  
**Implementation:** Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control.

Sub-Strand #2 Places and Regions

**Standard 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 Benchmark:** 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.  
**Implementation:** 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.

**Standard 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 Benchmark**: Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.

**Implementation**: Create US economic regions map. Compare and contrast thematic maps of production and consumption.

**9.3.2.4.2 Benchmark**: Identify the primary factors influencing the regional pattern of economic activities in the United States and the work.

**9.3.2.4.3 Benchmark**: Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production.

**Implementation**: Internet search on green revolution with classroom discussion.

**9.3.2.4.4 Benchmark**: Describe patterns of production and consumption of agricultural commodities that are traded among nations.

**Sub-Strand #3 Human Systems**

**Standard 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 Benchmark**: Describe the patterns of human population distribution in the United States and major regions of the world.

**9.3.3.5.2 Benchmark**: Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.

**Implementation**: Create population pyramids to show various stages of development.

**9.3.3.5.3 Benchmark**: Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.

**Implementation**: U.S. and Brown Co. population pyramids.

**9.3.3.5.4 Benchmark**: Explain migration patterns in the modern era at a range of scales, local to global.

**Implementation**: UN population Data worksheets.

**9.3.3.5.5 Benchmark**: Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world.

**Implementation**: Economic development, migration, population growth.

**9.3.3.5.6 Benchmark**: Analyze how transportation and communication systems have affected the development of systems of cities.

**Implementation**: Map location of largest US cities over time.
9.3.3.5.7 Benchmark: Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States.

*Implementation:* Discussion of transportation and technology innovations that support growth of cities.

9.3.3.5.8 Benchmark: Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States.

**Standard 6:** Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

9.3.3.6.1 Benchmark: Use generally accepted models to explain the internal spatial structure of cities in regions of the United States and other regions in the world.

For example: Models—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.

**Standard 7:** The characteristics, distribution and complexity of the earth’s cultures influence human systems (social, economic and political systems).

9.3.3.7.1 Benchmark: Explain the spread of culture using the concept of diffusion and diffusion models.

9.3.3.7.2 Benchmark: Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

*Implementation:* Analyze ethnic census records for the US and MN

9.3.3.7.3 Benchmark: Explain how social, political and economic processes influence the characteristics of places and regions.

*Implementation:* Video on globalization

**Standard 8:** Processes of cooperation and conflict among people influence the division and control of the earth’s surface.

9.3.3.8.1 Benchmark: Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.

*Implementation:* Discussion on WTO, EU, and NATO

9.3.3.8.2 Benchmark: Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.

*Implementation:* Web activity on imperialism and Berlin Conference

9.3.3.8.3 Benchmark: 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.

*Implementation:* Discussion of current events as they relate to colonialism (Sudan and S. Sudan). Classroom discussion of genocide (Ghosts of Rwanda)
**Substrand #4 Human Environment Interaction**

**Standard 9:** The environment influences human actions; and humans both adapt to and change, the environment.

**9.3.4.9.1 Benchmark:** Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

*Implementation:* Video on global environment issues; web-activity on alternative fuels including pros & cons.

**9.3.4.10.1 Benchmark:** Describe patterns of production and consumption of fossil fuels that are traded among nations.

*Implementation:* PowerPoint on globalization of petroleum.

**Standard 10:** The meaning, use, distribution and importance of resources changes over time.

**9.3.4.10.1 Benchmark:** Describe patterns of production and consumption of fossil fuels that are traded among nations.

**Reading Standards:**

11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.

11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraph, and larger portions of the text contribute to the whole.

11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11.12.10.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

**Writing Standards:**

11.14.1.1 Write arguments focused on discipline-specific content.

11.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose and audience.

11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.
11.14.6.6 Use technology, including, but not limited to, the internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.

11.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow a broaden the inquiry when appropriate; synthesize ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.

11.14.8.8 Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

11.14.10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.
American Government 11-12
Semester – 1 Credit
Required
Grade 9-12

Civics and Government – Strand – 1

Sub-Strand #1 – Civic Skills

**Standard 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 **Benchmark:** Demonstrate skills that enable people to monitor and influence state, local and national affairs.

*Implementation:* 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. Classroom debate of current issues.

9.1.1.2 **Benchmark:** Demonstrate the skills necessary to participate in the election process, including registering to vote, identifying and evaluating candidates and issues, and casting a ballot.

*Implementation:* Class conducts mock campaign and election focusing on development of party platform.

9.1.1.3 **Benchmark:** Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

*Implementation:* Compare and contrast various media accounts to determine bias.

9.1.1.4 **Benchmark:** Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

*Implementation:* Students conduct a mock senate where they introduce a bill, pass it through committee, and simulate a full senate vote.

Sub-Strand #2 Civic Values and Principles of Democracy

**Standard 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 **Benchmark:** 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.

*Implementation:* Read and analyze parts of Federalist papers as it pertains to government duties and limitations.

9.1.2.2.2 **Benchmark:** 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.
**Standard 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 Benchmark:** 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.

**Implementation:** 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.

**9.1.2.3.2 Benchmark:** Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

**9.1.2.3.3 Benchmark:** Analyze the tensions between the government’s dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity.

**Implementation:** Read and discuss excerpts from Madison v. Marbury, Civil Rights Act, Miranda Rights

**Sub–Strand #3 Rights and Responsibilities**

**Standard 4.** Individuals in a republic have rights, duties and responsibilities.

**9.1.3.4.1 Benchmark:** 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.

**Implementation:** Read excerpts from MN and US Constitutions.

**9.1.3.4.2 Benchmark:** Explain the scope and limits of rights protected by the First and Second Amendments and changes created by legislative action and court interpretation.

**9.1.3.4.3 Benchmark:** 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 Benchmark:** 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 Benchmark:** Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.

**Implementation:** 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.

**Standard 5.** Citizenship and its rights and duties are established by law.

**9.1.3.5.1 Benchmark:** 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 Benchmark: Describe the process of naturalization; explain the role of the federal government in establishing immigration policies.

Implementation: Students will take a sample of the Naturalization test.

Sub-Stand #4 – Governmental Institutions & Political Processes

Standard 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 Benchmark: 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.


9.1.4.6.2 Benchmark: 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 Benchmark: 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 Benchmark: Explain the purposes, organization, functions and processes of the judicial branch as enumerated in Article III of the United States Constitution.

Implementation: Discussion of judicial review, current court cases, and constitutional amendments.

9.1.4.6.5 Benchmark: Describe the systems of enumerated and implied powers, separation of powers and checks and balances.

9.1.4.6.6 Benchmark: Evaluate the importance of an independent judiciary, judicial review and the rule of law.

9.1.4.6.7 Benchmark: Explain the powers and operations of the State of Minnesota government as defined in its Constitution and its relationship with the federal government.

9.1.4.6.8 Benchmark: Explain the powers and operations of local (county, city, school board, township) government in Minnesota.

9.1.4.6.9 Benchmark: Compare and contrast the budgets of the United States and Minnesota governments describing the major sources of revenue and categories of spending for each.

Implementation: Sources of revenue—sales, income and property taxes, fees. Categories of spending—leases (mineral, water, oil, lumber), defense, public safety, education, entitlements, transportation, welfare.

Standard 7. 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.

9.1.4.7.1 Benchmark: Describe the purposes, types, and sources of laws and rules.

Implementation: Types of laws—civil, criminal and juvenile. Sources of laws and rules—case, statutory, administrative, executive.
Standard 8. Public policy is shaped by governmental and non-governmental institutions and political processes

9.1.4.8.1 Benchmark: Evaluate the impact of political parties on elections and public policy formation.

9.1.4.8.2 Benchmark: Evaluate the role of interest groups, corporations, think tanks, the media and public opinion on the political process and public policy formation.

Standard 9. Free and fair elections are key elements of the United States political system.

9.1.4.9.1 Benchmark: Analyze how the United States political system is shaped by elections and the election process, including the caucus system and procedures involved in voting.

Sub-Strand #5 Relationships of the United States to Other Nations and Organizations

Standard 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 Benchmark: Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government.
Implementation: Discuss Mille Lacs gillnet fishing and MN casino agreements.

9.1.5.10.2 Benchmark: Evaluate the effectiveness of diplomacy and other foreign policy tools used by the United States government and other nations in historical or contemporary times.

9.1.5.10.3 Benchmark: Explain why governments interact in world affairs; describe how the United States government develops and carries out United States foreign policy, including treaty-making.

Standard 11. International political and economic institutions influence world affairs and United States foreign policy.

9.1.5.11.1 Benchmark: Describe how individuals, businesses, labor and other groups influence United States foreign policy.

9.1.5.11.2 Benchmark: Explain the role of international law in world affairs; evaluate the impact of the participation of nation states in international organizations.

Standard 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 Benchmark: Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.
Implementation: Different types of governments—monarchies, theocracies, dictatorships, representative governments.
Reading Standards:

11.12.1.1  Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11.12.2.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11.12.3.3  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11.12.4.4  Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.

11.12.5.5  Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

11.12.6.6  Evaluate authors’ differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

11.12.7.7  Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

11.12.8.8  Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

11.12.9.9  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11.12.10.10  By the end of grade 12, read and comprehend history / social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards

11.14.1.1  Write arguments focused on discipline-specific content.

11.14.2.2  Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/experiments or description of technical processes.

11.14.3.3  (not applicable as a separate requirement) (per state standards)

11.14.4.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task purpose and audience.

11.14.5.5  Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.

11.14.9.9  Draw evidence from literary or informational texts to support analysis, reflection and research.

11.14.10.10  Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposed, and audiences.
Career Exploration  
Semester – 1 Credit  
Elective  
Grade 10-12  

**Standard 1: Determine personal interests, aptitudes, and abilities.**

1.1 **Benchmark.** Complete a personal inventory testing - COPS, Meyers-Briggs, ASVAB, etc.

1.2 **Benchmark.** Create a personal assessment analysis from survey results.  
*Implementation: Research, Interest Inventory and Skill Surveys, small group discussion activities.*

**Standard 2. Establish an explicit education and career action plan.**

2.1 **Benchmark.** Establish life goals.

2.2 **Benchmark.** Introduce career clusters.

2.3 **Benchmark.** Develop a career action plan involving two career choices.

2.4 **Benchmark.** Research secondary and post-secondary education requirements and options.  
*Implementation: Research, small group discussion activities and Internet Resources.*

**Standard 3. Investigate career interests through research, shadowing, internship, mentorships or community service.**

3.1 **Benchmark.** Research two potential career choices using the Library, Internet, Guidance Office, etc.

3.2 **Benchmark.** Listen to a variety of guest speakers from different careers fields.

3.3 **Benchmark.** Use the Minnesota Career Information System and other career websites.

3.4 **Benchmark.** Research schools and/or businesses that offer training and programs for selected careers.  
*Implementation: Research, Interest Inventory and Skill Surveys, Individual Activities.*

**Standard 4. Evaluate career choices in relationship to life goals and personal attributes.**

4.1 **Benchmark.** Compare two potential career choices with life goals in mind.

4.2 **Benchmark.** Choose one career choice that most closely meets life goals.

4.3 **Benchmark.** Research professional expectation for those entering this career field.  
*Implementation: Research, small group discussion activities and Internet Resources.*

**Standard 5. Create an individual portfolio documenting all course activities and experiences.**

5.1 **Benchmark.** Organize the results of personal inventory tests.

5.2 **Benchmark.** Should contain selected essays and papers regarding yourself and selected career.
5.3 Benchmark. Sample application for your selected career.

5.4 Benchmark. Prepare a sample resume and cover letter.

5.5 Benchmark. Develop a mock interview based on your selected career choice.

5.6 Benchmark. Write a thank you letter following an interview.

Implementation: Research, Internet Resources and Individual Portfolio Building. Students conduct a mock interview with peers.

Standard 6. Evaluate personal banking services and credit options.

6.1 Benchmark. Calculate paycheck deductions.

6.2 Benchmark. Determine monthly payments for auto loan and mortgage.

Implementation: Guest speakers such as financial advisors and bankers.

Standard 7. Analyze a household budget.

Implementation: Students prepare a mock monthly and annual financial household budget based on their selected career and income.


Example: Guest speakers such as financial advisors and bankers.
Standard 1. Know the geography of the ancient Middle East and Mediterranean Sea area.

1.1 Benchmark: Understand geographical regions such as the Fertile Crescent, Mesopotamia, Persia, Asia Minor, and the area of the Aegean

1.2 Benchmark: Complete maps, which show views of the world at various points in ancient history

Implementation: mapwork

Standard 2. Understand key influences, which shaped the history of the Ancient World.

2.1 Benchmark: Know the nationality groups, cultures, events, people, inventions, discoveries, and motivations, which shaped the ancient world.

2.2 Benchmark: Know the bases for the development of religions in the ancient world.

Implementation: Chapters in text, Internet research, class presentations, analysis of primary documents (Hammurabi’s code, writings of Herodotus), documentary videos.

Standard 3. Gain an understanding of the chronological development of ancient history.

3.1 Benchmark: Place important events that took place in ancient history in chronological order.

3.2 Benchmark: Interrelate key events within ancient history.

3.3 Benchmark: Relate key events of ancient history to recent events.

3.4 Benchmark: Know that prehistory is based on findings by archaeologists and anthropologists.

3.5 Benchmark: Know the factors, which led to the emergence of civilization.

3.6 Benchmark: Identify important leaders, events, and culture of the civilizations in Mesopotamia, Egypt, Greece and Rome.

3.7 Benchmark: Know the early civilizations that inhabited the Fertile Crescent.

3.8 Benchmark: Know the events and the influences of Egyptian civilization.

3.9 Benchmark: Know the influences that Greece contributed to the ancient and the modern world.

3.10 Benchmark: Know the extent of and the contributions that the Roman Empire had on the ancient world and on Western Civilization.

Implementation: Chapters in text, internet research, class presentations and skits (culture of ancient Greece, breakdown of Roman Republic), documentary videos, discussion comparing causes of Fall of Roman Empire to current situation in U.S.
Standard 4: View Ancient History from various perspectives.

4.1 Benchmark: Know the influences that art, literature, architecture, music, and religion had on ancient history.

4.2 Benchmark: Relate the above influences to modern day society.

Implementation: Chapters in text, Internet research, class presentations, class discussion, build Greek temples.

Standard 5: Gain an awareness of the role played by religion throughout history and its affect on the modern world.

5.1 Benchmark: Know where Hinduism, Buddhism, Judaism, Islam, and Christianity originated and the historical development of each religion.

5.2 Benchmark: Know the major beliefs of the five main religions including creation stories, roles and laws, holidays, rites of passage, and beliefs about life, death and the afterlife.

5.3 Benchmark: Know the religious books such as the Koran, Bible, Torah, Vedas, etc.

5.4 Benchmark: Know the similarities and differences of the major religions and relationships between them.

5.5 Benchmark: Understand areas of, and reasons for conflicts within and between various religions.

Implementation: Chapters in text, Internet research, class presentations on beliefs of each religion, analysis of primary documents, documentary videos, current events discussion.
Standard 1: Understand what culture is, how it affects us, and how it continually changes.

1.1 Benchmark: Understand that culture is a cumulative set of beliefs, values, and accepted behaviors of a group.

1.2 Benchmark: Know that beliefs, values and accepted behaviors provide guidelines under which we live.

1.3 Benchmark: Understand that groups tend to conform to the culture of the overall group.

1.4 Benchmark: Know that culture changes.

1.5 Benchmark: Know what causes culture to change and stay the same.

Implementation: Folkway violation experiment followed by an oral report to the class describing sanctions received.

Standard 2: Understand the dynamics of growing up in America.

2.1 Benchmark: Understand the theories of nature and nurture and how they may affect the development of social behavior.

2.2 Benchmark: Understand the different theories of early childhood development.

2.3 Benchmark: Understand societal influences on teenage development.

Implementation: Readings from various child experts such as: Mead, Cooley, and Locke.

Standard 3: Use other cultures to better understand our own culture.

3.1 Benchmark: Know what is important to people of other cultures.

3.2 Benchmark: Compare and contrast what is important to Americans with what is important in other countries.

Implementation: Research puberty rites in various cultures such as tribes in Brazil with the Bullet Ants, have foreign exchange students talk about their culture.

Standard 4: Use sociology to develop a base of experience.

4.1 Benchmark: Conduct research in sociology.

4.2 Benchmark: Study sociology in a professional manner (research, thesis, support, recommendations).

4.3 Benchmark: Use events in sociology as a basis for problem solving.
4.4 Benchmark: Make future predictions based on an understanding of cultures.

Implementation: Case study – Dealing with an institution in New Ulm – The students will give an oral report about the history, effectiveness, and how they conducted the research.

Standard 5: Understand the dynamics of crime in America.

5.1 Benchmark: Know the different types of crime.

5.2 Benchmark: Understand diverse theories as to why crime occurs.

Implementation: Examine crime rates in the U.S.
Psychology – Strand

Scientific Inquiry Domain

Standard Area: Perspectives in Psychological Science

**Content Standard 1**: Development of psychology as an empirical science.

1.1 **Benchmark**: Define psychology as a discipline and identify its goals as a science.

1.2 **Benchmark**: Describe the emergence of psychology as a scientific discipline.

1.3 **Benchmark**: Describe perspectives employed to understand behavior and mental processes.

1.4 **Benchmark**: Explain how psychology evolved as a scientific discipline.

**Content Standard 2**: Major subfields within psychology.

2.1 **Benchmark**: Discuss the value of both basic and applied psychological research with human and non-human animals.

2.2 **Benchmark**: Describe the major subfields of psychology.

2.3 **Benchmark**: Identify the important role psychology plays in benefiting society and improving people’s lives.

Standard Area: Research Methods, Measurement, and Statistics

**Content Standard 1**: Research methods and measurements used to study behavior and mental processes

1.1 **Benchmark**: Describe the scientific method and its role in psychology.

1.2 **Benchmark**: Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

1.3 **Benchmark**: Define systematic procedures used to improve the validity of research findings, such as external validity.

1.4 **Benchmark**: Discuss how and why psychologists use non-human animals in research.

**Content Standard 2**: Ethical issues in research with human and non-human animals.

2.1 **Benchmark**: Identify ethical standards psychologists must address regarding research with human participants.
2.2 **Benchmark:** Identify ethical guidelines psychologists must address regarding research with non-human animals.

**Content Standard 3: Basic concepts of data analysis**

3.1 **Benchmark:** Define descriptive statistics and explain how they are used by psychological scientists.

3.2 **Benchmark:** Define forms of qualitative data and explain how they are used by psychological scientists.

3.3 **Benchmark:** Define correlation coefficients and explain their appropriate interpretation.

3.4 **Benchmark:** Interpret graphical representations of data as used in both quantitative and qualitative methods.

3.5 **Benchmark:** Explain other statistical concepts, such as statistical significance and effect size.

3.6 **Benchmark:** Explain how validity and reliability of observations and measurements relate to data analysis.

**Biopsychological Domain**

**Standards Area: Biological Bases of Behavior**

**Content Standard 1: Structure and function of the nervous system in human and non-human animals.**

1.1 **Benchmark:** Identify the major divisions and subdivisions of the human nervous system.

1.2 **Benchmark:** Identify the parts of the neuron and describe the basic process of neural transmission.

1.3 **Benchmark:** Differentiate between the structures and functions of the various parts of the central nervous system.

1.4 **Benchmark:** Describe lateralization of brain functions.

1.5 **Benchmark:** Discuss the mechanisms of, and the importance of, plasticity of the nervous system.

**Content Standard 2: Structure and function of the endocrine system**

2.1 **Benchmark:** Describe how the endocrine glands are linked to the nervous system.

2.2 **Benchmark:** Describe the effects of hormones on behavior and mental processes.

2.3 **Benchmark:** Describe hormone effects on the immune system.

**Content Standard 3: The interaction between biological factors and experience**

3.1 **Benchmark:** Describe concepts in genetic transmission.
3.2 Benchmark: Describe the interactive effects of heredity and environment.

3.3 Benchmark: Explain how evolved tendencies influence behavior.

**Content Standard 4: Methods and issues related to biological advances**

4.1 Benchmark: Identify tools used to study the nervous system.

4.2 Benchmark: Describe advances made in neuroscience.

4.3 Benchmark: Discuss issues related to scientific advances in neuroscience and genetics.

**Standard Area: Sensation and Perception**

**Content Standard 1: The processes of sensation and perception**

1.1 Benchmark: Discuss processes of sensation and perception and how they interact.

1.2 Benchmark: Explain the concepts of threshold and adaptation.

**Content Standard 2: The capabilities and limitations of sensory processes**

2.1 Benchmark: List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.

2.2 Benchmark: Describe the visual sensory system.

2.3 Benchmark: Describe the auditory sensory system.

2.4 Benchmark: Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).

**Content Standard 3: Interaction of the person and the environment in determining perception**

3.1 Benchmark: Explain Gestalt principles of perception.

3.2 Benchmark: Describe binocular and monocular depth cues.

3.3 Benchmark: Describe the importance of perceptual constancies.

3.4 Benchmark: Describe perceptual illusions.

3.5 Benchmark: Describe the nature of attention.

3.6 Benchmark: Explain how experiences and expectations influence perception.
Standard Area: Consciousness

**Content Standard 1: The relationship between conscious and unconscious processes**

1.1 **Benchmark:** Identify states of consciousness.

1.2 **Benchmark:** Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

**Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream**

2.1 **Benchmark:** Describe the circadian rhythm and its relation to sleep.

2.2 **Benchmark:** Describe the sleep cycle.

2.3 **Benchmark:** Compare theories about the functions of sleep.

2.4 **Benchmark:** Describe types of sleep disorders.

2.5 **Benchmark:** Compare theories about the functions of dreams.

**Content Standard 3: Categories of psychoactive drugs and their effects**

3.1 **Benchmark:** Characterize the major categories of psychoactive drugs and their effects.

3.2 **Benchmark:** Describe how psychoactive drugs act at the synaptic level.

3.3 **Benchmark:** Evaluate the biological and psychological effects of psychoactive drugs.

3.4 **Benchmark:** Explain how culture and expectations influence the use and experience of drugs.

**Content Standard 4: Other states of consciousness**

4.1 **Benchmark:** Describe meditation and relaxation and their effects.

4.2 **Benchmark:** Describe hypnosis and controversies surrounding its nature and use.

4.3 **Benchmark:** Describe flow states.

**Development and Learning Domain**

**Standard Area: Learning**

**Content Standard 1: Classical conditioning**

1.1 **Benchmark:** Describe the principles of classical conditioning.

1.2 **Benchmark:** Describe clinical and experimental examples of classical conditioning.

1.3 **Benchmark:** Apply classical conditioning to everyday life.
Content Standard 2: Operant conditioning

2.1 Benchmark: Describe the Law of Effect.

2.2 Benchmark: Describe the principles of operant conditioning.

2.3 Benchmark: Describe clinical and experimental examples of operant conditioning.

2.4 Benchmark: Apply operant conditioning to everyday life.

Content Standard 3: Observational and cognitive learning

3.1 Benchmark: Describe the principles of observational and cognitive learning.

3.2 Benchmark: Apply observational and cognitive learning to everyday life.

Standard Area: Language Development

Content Standard 1: Structural features of language

1.1 Benchmark: Describe the structure and function of language.

1.2 Benchmark: Discuss the relationship between language and thought.

Content Standard 2: Theories and developmental stages of language acquisition

2.1 Benchmark: Explain the process of language acquisition.

2.2 Benchmark: Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

2.3 Benchmark: Evaluate the theories of language acquisition.

Content Standard 3: Language and the brain

3.1 Benchmark: Identify the brain structures associated with language.

3.2 Benchmark: Discuss how damage to the brain may affect language.

Sociocultural Context Domain

Content Standard 1: Social cognition

1.1 Benchmark: Describe attributional explanations of behavior.

1.2 Benchmark: Describe the relationship between attitudes (implicit and explicit) and behavior.

1.3 Benchmark: Identify persuasive methods used to change attitudes.
Content Standard 2: Social influence

2.1 Benchmark: Describe the power of the situation.

2.2 Benchmark: Describe effects of others’ presence on individuals’ behavior.

2.3 Benchmark: Describe how group dynamics influence behavior.

2.4 Benchmark: Discuss how an individual influences group behavior.

Content Standard 3: Social relations

3.1 Benchmark: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

3.2 Benchmark: Describe determinants of pro-social behavior.

3.3 Benchmark: Discuss influences upon aggression and conflict.

3.4 Benchmark: Discuss factors influencing attraction and relationships.

Cognition Domain

Content Standard 1: Encoding of memory

1.1 Benchmark: Identify factors that influence encoding.

1.2 Benchmark: Characterize the difference between shallow (surface) and deep (elaborate) processing.

1.3 Benchmark: Discuss strategies for improving the encoding of memory.

Content Standard 2: Storage of memory

2.1 Benchmark: Describe the differences between working memory and long-term memory.

2.2 Benchmark: Identify and explain biological processes related to how memory is stored.

2.3 Benchmark: Discuss types of memory and memory disorders (e.g., amnesias, dementias).

2.4 Benchmark: Discuss strategies for improving the storage of memories.

Content Standard 3: Retrieval of memory

3.1 Benchmark: Analyze the importance of retrieval cues in memory.

3.2 Benchmark: Explain the role that interference plays in retrieval.

3.3 Benchmark: Discuss the factors influencing how memories are retrieved.

3.4 Benchmark: Explain how memories can be malleable.

3.5 Benchmark: Discuss strategies for improving the retrieval of memories.
Standard Area: Thinking

**Content Standard 1: Basic elements comprising thought**

1.1 **Benchmark:** Define cognitive processes involved in understanding information.

1.2 **Benchmark:** Define processes involved in problem solving and decision making.

1.3 **Benchmark:** Discuss non-human problem-solving abilities.

**Content Standard 2: Obstacles related to thought**

2.1 **Benchmark:** Describe obstacles to problem solving.

2.2 **Benchmark:** Describe obstacles to decision making.

2.3 **Benchmark:** Describe obstacles to making good judgments.

Standard Area: Intelligence

**Content Standard 1: Perspectives on intelligence**

1.1 **Benchmark:** Discuss intelligence as a general factor.

1.2 **Benchmark:** Discuss alternative conceptualizations of intelligence.

1.3 **Benchmark:** Describe the extremes of intelligence.

**Content Standard 2: Assessment of intelligence**

2.1 **Benchmark:** Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.

2.2 **Benchmark:** Identify current methods of assessing human abilities.

2.3 **Benchmark:** Identify measures of and data on reliability and validity for intelligence test scores.

**Content Standard 3: Issues in intelligence**

3.1 **Benchmark:** Discuss issues related to the consequences of intelligence testing.

3.2 **Benchmark:** Discuss the influences of biological, cultural, and environmental factors on intelligence.

Standard Area: Motivation

**Content Standard 1: Perspectives on motivation**

1.1 **Benchmark:** Explain biologically based theories of motivation.
1.2 Benchmark: Explain cognitively based theories of motivation.

1.3 Benchmark: Explain humanistic theories of motivation.

1.4 Benchmark: Explain the role of culture in human motivation.

Content Standard 2: Domains of motivated behavior in humans and non-human animals

2.1 Benchmark: Discuss eating behavior.

2.2 Benchmark: Discuss sexual behavior and orientation.

2.3 Benchmark: Discuss achievement motivation.

2.4 Benchmark: Discuss other ways in which humans and non-human animals are motivated.

Standard Area: Emotion

Content Standard 1: Perspectives on emotion

1.1 Benchmark: Explain the biological and cognitive components of emotion.

1.2 Benchmark: Discuss psychological research on basic human emotions.

1.3 Benchmark: Differentiate among theories of emotional experience.

Content Standard 2: Emotional interpretation and expression

2.1 Benchmark: Explain how biological factors influence emotional interpretation and expression.

2.2 Benchmark: Explain how culture and gender influence emotional interpretation and expression.

2.3 Benchmark: Explain how other environmental factors influence emotional interpretation and expression.

Content Standard 3: Domains of emotional behavior

3.1 Benchmark: Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

3.2 Benchmark: Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

Standard Area: Personality

Content Standard 1: Perspectives on personality

1.1 Benchmark: Evaluate psychodynamic theories.

1.2 Benchmark: Evaluate trait theories.
1.3 **Benchmark:** Evaluate humanistic theories.

1.4 **Benchmark:** Evaluate social-cognitive theories.

**Content Standard 2: Assessment of personality**

2.1 **Benchmark:** Differentiate personality assessment techniques.

2.2 **Benchmark:** Discuss the reliability and validity of personality assessment techniques.

**Content Standard 3: Issues in personality**

3.1 **Benchmark:** Discuss biological and situational influences.

3.2 **Benchmark:** Discuss stability and change.

3.3 **Benchmark:** Discuss connections to health and work.

3.4 **Benchmark:** Discuss self-concept.

3.5 **Benchmark:** Analyze how individualistic and collectivistic cultural perspectives relate to personality.

**Standards Area: Psychological Disorders**

**Content Standard 1: Perspectives on abnormal behavior**

1.1 **Benchmark:** Define psychologically abnormal behavior.

1.2 **Benchmark:** Describe historical and cross-cultural views of abnormality.

1.3 **Benchmark:** Describe major models of abnormality.

1.4 **Benchmark:** Discuss how stigma relates to abnormal behavior.

1.5 **Benchmark:** Discuss the impact of psychological disorders on the individual, family, and society.

**Content Standard 2: Categories of psychological disorders**

2.1 **Benchmark:** Describe the classification of psychological disorders.

2.2 **Benchmark:** Discuss the challenges associated with diagnosis.

2.3 **Benchmark:** Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

2.4 **Benchmark:** Evaluate how different factors influence an individual’s experience of psychological disorders.
Content Standard 1: Perspectives on treatment

1.1 Benchmark: Explain how psychological treatments have changed over time and among cultures.

1.2 Benchmark: Match methods of treatment to psychological perspectives.

1.3 Benchmark: Explain why psychologists use a variety of treatment options.

Content Standard 2: Categories of treatment and types of treatment providers

2.1 Benchmark: Identify biomedical treatments.

2.2 Benchmark: Identify psychological treatments.

2.3 Benchmark: Describe appropriate treatments for different age groups.

2.4 Benchmark: Evaluate the efficacy of treatments for particular disorders.

2.5 Benchmark: Identify other factors that improve the efficacy of treatment.

2.6 Benchmark: Identify treatment providers for psychological disorders and the training required for each.

Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders

3.1 Benchmark: Identify ethical challenges involved in delivery of treatment.

3.2 Benchmark: Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

Standard Area: Health

Content Standard 1: Stress and coping

1.1 Benchmark: Define stress as a psychophysiological reaction.

1.2 Benchmark: Identify and explain potential sources of stress.

1.3 Benchmark: Explain physiological and psychological consequences for health.

1.4 Benchmark: Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

Content Standard 2: Behaviors and attitudes that promote health

2.1 Benchmark: Identify ways to promote mental health and physical fitness.

2.2 Benchmark: Describe the characteristics of and factors that promote resilience and optimism.
2.3 **Benchmark:** Distinguish between effective and ineffective means of dealing with stressors and other health issues.

**Standard Area: Vocational Applications**

**Content Standard 1: Career options**

1.1 **Benchmark:** Identify careers in psychological science and practice.

1.2 **Benchmark:** Identify careers related to psychology.

**Content Standard 2: Educational requirements**

2.1 **Benchmark:** Identify degree requirements for psychologists and psychology-related careers.

2.2 **Benchmark:** Identify resources to help select psychology programs for further study.

**Content Standard 3: Vocational applications of psychological science**

3.1 **Benchmark:** Discuss ways in which psychological science addresses domestic and global issues.

3.2 **Benchmark:** Identify careers in psychological science that have evolved as a result of domestic and global issues.
Sub-strand #1. Economic Reasoning Skills

Standard - 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 Benchmark: 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.

Implementation: 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.

Sub-strand #2. Personal Finance

Standard - 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 Benchmark: 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.

Implementation: 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.

9.2.2.2 Benchmark: Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.

Implementation: 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.

9.2.2.3 Benchmark: 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.

Implementation: 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.

9.2.2.4 Benchmark: Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.

Example: Unit pricing, sales tactics which can help or hinder choices, advertising which can provide useful information or misleading claims, scams, fraudulent offers.
Substrand #3. Fundamental Concepts

Standard - 3. Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.

9.2.3.3.1 Benchmark: 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).

Implementation: 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.

Standard - 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 Benchmark: Explain how the availability of productive resources and technology limits the production of goods and services.

Implementation: Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change.

9.2.3.4.2 Benchmark: Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems.

Implementation: 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?

9.2.3.4.3 Benchmark: 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.

Implementation: 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.

Sub-strand #4. Microeconomic Concepts

Standard - 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 Benchmark: Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy.

Implementation: 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 Benchmark: Describe the role of markets in the movement of resources, goods and services, and money in an economy.

Implementation: Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers).
9.2.4.5.3 Benchmark: 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. **Implementation:** 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 Benchmark: 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. **Implementation:** 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.

9.2.4.5.5 Benchmark: 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. **Implementation:** 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 Benchmark: 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. **Implementation:** 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.

**Standard - 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.

9.2.4.6.1 Benchmark: Compare and contrast characteristics of various market structures. **Implementation:** 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.

9.2.4.6.2 Benchmark: Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market. **Implementation:** 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.

**Standard - 7.** Resource markets and financial markets determine wages, interest rates and commodity prices.

9.2.4.7.1 Benchmark: Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets. **Implementation:** 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.

9.2.4.7.2 Benchmark: Explain the role of financial institutions and credit markets in the acquisition of capital.
Implementation: 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).

9.2.4.7.3 Benchmark: Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices. 
Implementation: Commodities—grains, minerals, oil, fruits, natural gas, wood. Effects—unrest in oil-producing nations raises the price of oil which raises the cost of energy of producing many goods and services.

Standard - 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 Benchmark: 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.
Implementation: 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).

9.2.4.8.3 Benchmark: 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.
Implementation: 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.

Sub-strand #5 Macroeconomic Concepts

Standard - 9. Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

9.2.5.9.1 Benchmark: Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability.
Implementation: Factors—productivity, amount of resources, level of saving, investments, technological advances, research and development, education and training, natural resource availability.

9.2.5.9.2 Benchmark: Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange.
Implementation: Price indexes—consumer price index, producer price index, gross domestic product deflator. Equation of exchange—\(MV=PQ\), given \(V\) (the velocity of money) constant and \(Q\) (output) at full employment, a percentage change in \(M\) (the money supply) will result in the same percentage change in \(P\) (the price level).
9.2.5.9.3 Benchmark: Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy.

Implementation: Types of unemployment—frictional, structural, cyclical, seasonal; Factors—demographics, immigration, growth of output.

Standard - 10. The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.

9.2.5.10.1 Benchmark: Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and foreigners) and changes in short-run output.

Implementation: Total spending factors—household wealth, foreign incomes, interest rates, factory utilization rate, expectations. Output factors—resource prices, resource productivity, government regulations.

9.2.5.10.2 Benchmark: Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level.

Implementation: A decrease in aggregate demand (due to a loss of household wealth) leads to a decrease in the price level, real gross domestic product (GDP), employment.

Standard - 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

9.2.5.11.1 Benchmark: Explain how various government fiscal policies are likely to impact overall output, employment and the price level.

Implementation: Fiscal policies—changes in spending levels or composition, tax rates, tax base, tax structure, budget decisions, debt, regulations; increases in government spending tend to increase output, employment, and the price level; crowding-out effect.

9.2.5.11.2 Benchmark: Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level.

Implementation: Monetary policies—changes in the rate of growth of the money supply, interest rates, the availability of credit, financial regulations; decreases in interest rates tends to increase output, employment, and the price level.

9.2.5.11.3 Benchmark: Explain fiscal and monetary policies from various perspectives; provide arguments from one’s own perspective, supported by analysis, for a policy change that should be adopted.

Implementation: Various perspectives—How do liberals and conservatives view the economic desirability of increasing tax rates on the wealthy?

9.2.5.11.4 Benchmark: Evaluate the impact of at least two United States Supreme Court decisions on the United States economy.

Implementation: Cases that define corporations as persons, child labor laws, commerce clause cases, anti-trust cases.

Standard - 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.
9.2.5.12.1 Benchmark: Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers.

Implementation: Dropping United States restrictions on the importation of sugar would benefit sugar consumers through lower prices, but hurt sugar beet farmers; however, the net economic benefit for the United States would be positive. Role of the World Trade Organization.

9.2.5.12.2 Benchmark: Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade.

Implementation: A rise in the demand for United States exports and assets leads to rise in the demand for United States dollars and an appreciation in the value of the United States dollar relative to other currencies.
Sub-Strand # 1: Historical Themes  Students will demonstrate the ability to think conceptually about the American past and to focus on historical change over time by categorizing events as they fall into historical themes.

**Standard 1.** Explain how political institutions, behavior, and public policy change over time and impact events in American history

1.1.1 Benchmark: Economic Transformations - Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

1.1.2 Benchmark: Environment -- Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

1.1.3 Benchmark: Politics and Citizenship - Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

1.1.4 Benchmark: Reform - Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government.
*Implementation*: Identify similar arguments and techniques across time used by various groups agitating for civil rights.

1.1.5 Benchmark: Slavery and Its Legacies in North America -- Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

**Standard 2.** Analyze social change, and cultural and intellectual developments

1.2.1 Benchmark: American Diversity - The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
*Implementation*: Compare and contrast effects of immigration waves at different key times in American history.

1.2.2 Benchmark: Culture - Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

1.2.3 Benchmark: Demographic Changes - Changes in birth, marriage, and death rates; life
expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks. 

**Implementation:** Analyze causes and effects of the Baby Boom.

1.2.4 Benchmark: Religion - The variety of religious beliefs and practices in America from pre-history to the twenty-first century; influence of religion on politics, economics, and society. 

**Implementation:** Analyze effects of developments such as The Great Awakening and the Conservative Coalition on politics and society.

**Standard 3. Evaluate causes and effects of U.S. diplomacy and international relations**

1.3.1 Benchmark: Globalization - Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

1.3.2 Benchmark: War and Diplomacy - Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

**Sub-strand #2 U.S. History**

**Standard - 1.** North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent.

2.1.1 Benchmark: Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations.

**Standard - 2.** 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. Example: Map and data analysis of triangular trade. Debate Native American Genocide

2.2.2 Benchmark: Compare and contrast the motivations for exploration, conquest and colonization in North America by different European nations.

**Implementation:** Primary source readings of Spanish Conquistadors in Latin America compared to French fur traders in Canada. 

Read and analyze excerpts from primary documents such as Mayflower Compact, writings of John Winthrop, etc.

2.2.4 Benchmark: Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on West Africa, Europe, and the Americas (North America, Caribbean, Central and South America), including the impact on enslaved Africans.

2.2.5 Benchmark: Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization.
2.2.6 Benchmark: Evaluate resistance to colonial authority: Bacon’s Rebellion, the Glorious Revolution, and the Pueblo Revolt

Standard 3. Continued economic and cultural growth of North American Colonies

2.3.1 Benchmark: Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people.

2.3.2 Benchmark: Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization.

Implementation: The Great Awakening, 1720s to early 1760s; the difference in gender roles North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period.

2.3.3 Benchmark: Analyze the effect of Enlightenment thinkers on the development of American colonial governments and political beliefs and their reactions to British rule.

Implementation: John Locke’s social contract

Standard 4. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. For example: Events—French and Indian War, Stamp Act, Boston Tea Party, etc.

Implementation: Read and analyze Declaration of Independence, discuss influence of Enlightenment ideas.

2.4.3 Benchmark: Develop a timeline of the major events and turning points of the American Revolution, including the involvement of other nations; analyze the reasons for American victory.

Implementation: Documentary video on key battles of the Revolution

Ratification debates—Federalists/Anti-Federalists, full funding and assumption, Neutrality Proclamation and the Election of 1800.

Standard 5. Political developments, economic reforms, and territorial expansion of the Early Republic brought opportunities, challenges, and divisions.

2.5.1 Benchmark: Analyze how the policies of Washington, Hamilton, and Jefferson shaped the role of the national government.

Implementation: Precedents set by Washington’s administration including only serving two terms; Debate over strict and loose construction in the creation of National Bank and Louisiana Purchase

2.5.2.2 Benchmark: Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict.

Implementation: Louisiana Purchase; multiple treaty negotiations with and wars against indigenous nations and Native alliances; efforts of Tecumseh
2.5.3 Benchmark: Analyze changes in the United States political system including the simultaneous expansion and constriction of voting rights and the development of new political parties. 
**Implementation:** The beginning and end of the first party system (Federalists and Democratic-Republicans)

2.5.4 Benchmark: Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. 
**Implementation:** The “Woman” movement, abolition movement, the Second Great Awakening.

2.5.5 Benchmark: Evaluate the causes and effects of the War of 1812

**Standard 6.** The Industrial Revolution resulted in the transformation of the economy and society in Antebellum America

2.6.1 Benchmark: Analyze the differential impact of technological change and innovation on regional economic development and labor systems. 
**Implementation:** Technological changes—the cotton gin, the factory system, steam transportation, the Erie Canal, early railroads, the telegraph. *The American System*

2.6.2 Benchmark: Describe the effects of Industrialization on cultural and political beliefs in America. 
**Implementation:** Increase in socioeconomic gap, nativist reaction to immigration.

**Standard 7.** The Transformation of Politics in Antebellum America

2.7.1 Benchmark: Analyze changes in the United States political system including the simultaneous expansion and constriction of voting rights and the development of new political parties. 
**Implementation:** The emergence of the second party system (Democrats and Whigs), new third parties including Know-Nothing, Free Soil and Republican, extending right to vote to all white men while disenfranchising free Black men.

2.7.2 Benchmark: Analyze the growth of federal power through key Supreme Court Cases 
**Implementation:** Students will read excerpts from *McColloch v. Maryland, Gibbons v. Ogden*

2.7.3 Benchmark: Analyze Jacksonian Democracy and its successes and limitations including the Bank War and Nullification Crisis. 
**Implementation:** Compare and contrast political cartoons on the Bank Crisis.

**Standard 8.** Territorial Expansion and Manifest Destiny

2.8.1 Benchmark: Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. For example: negotiated annexation of Texas; United States-Mexican War.

2.8.2 Benchmark: Describe the effects and cultural interactions that resulted from westward migration. 
**Implementation:** Forced removal of American Indians to Indian Territory
Standard 9. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war.

2.9.1 Benchmark: Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period.
For example: Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives.
Read and analyze excerpts from primary documents such as Uncle Tom’s Cabin.

2.9.2 Benchmark: Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War.

2.9.3 Benchmark: Describe the recurring antebellum debates over slavery and state’s rights, popular sovereignty, and political compromise; analyze how the American political system almost broke down in the 1850s with the Missouri Compromise and the Kansas-Nebraska Act

2.9.4 Benchmark: Identify causes for the creation of the Republican victory in 1860 and the resulting secession of southern states

Standard 10. The Civil War

2.10.1 Benchmark: Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts, in South, North and West.
Implementation: Documentary Video excerpts such as Ken Burn’s Civil War.

2.10.2 Benchmark: Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans; analyze the stages and processes by which enslaved African-Americans were freed and emancipation was achieved during the war.

2.10.3 Benchmark: Describe how the political policies, innovations and technology of the Civil War era had a lasting impact on United States society. (Civil War and Reconstruction: 1850-1877)
Implementation: Class discussion on mechanization of warfare.

Standard 11. Reconstruction

2.11.1 Benchmark: Outline the federal policies of post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles.

2.11.2 Benchmark: Describe the content, context, and consequences of the Thirteenth, Fourteenth and Fifteenth amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation.

2.11.3 Benchmark: Describe “Jim Crow” racial segregation and disenfranchisement in the South and the debates about how to preserve and expand freedom and equality.
Example: Analyze primary source documents including Plessy v. Ferguson.
Standard 12. Development of the West in the Late Nineteenth Century

2.12.1 Benchmark: Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations.

Implementation: Analyze documents from local history of Sioux Uprising.

9.4.4.20.5 Benchmark: Analyze the experiences of minority groups based on gender, race, and ethnicity, during the period of westward expansion.

Implementation: The anti-Chinese exclusion movement in the West.

Standard 13. 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.

2.13.1 Benchmark: Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions.

2.13.2 Benchmark: Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population.

Implementation: Develop and analyze charts reflecting population growth of the United States.

2.13.3 Benchmark: Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country.

2.13.4 Benchmark: Analyze how proponents and opponents of the new order tried to use science to justify social standing, e.g., Social Darwinism and Social Gospel.

Standard 14. Populism and Progressivism

2.14.1 Benchmark: Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions.

Implementation: Video such as The Progressives; Read and analyze excerpts from The Jungle, Discussion on early conservation efforts.

2.14.2 Benchmark: Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.

Implementation: Discuss growing power of federal government to regulate industry and finance. Grade the effectiveness of the Roosevelt, Taft, and Wilson administrations attempts to resolve challenges facing the nation.

2.14.3 Benchmark: Explain how women’s roles in family, workplace, education, politics, and reform expanded during the Progressive Movement

Implementation: Jane Adams settlement houses, WCTU efforts, suffrage and the 19th Amendment.
2.14.4 Benchmark: Describe debates about how to preserve and expand freedom and equality for African Americans

Implementation: WEB DuBois and Booker T. Washington – Political or Economic equality first?

Standard 15. The Emergence of America as a World Power

2.15.1 Benchmark: Explain how the United States became a world power via trade and the imperialist acquisition of new territories.

Implementation: Evaluate and create political cartoons supporting or opposing Imperialism, discuss events such as Spanish-American War, Uprising in the Philippines, and interventions in Latin America

Writing Standards

9.14.1.1 Write arguments focused on discipline-specific content.

Implementation: 5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, Document-Based Question assignments (DBQs)

9.14.4.4 Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose, and audience.

Implementation: 5-paragraph persuasive essays such as Benefits/drawbacks of imperialism, or multiple DBQs.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.

Implementation: Students will research a topic and create a power-point presentation including a hyperlink.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…

Implementation: Students will research a topic and create a power-point presentation including a hyperlink.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: Journaling, reaction papers, essay questions (take home and test).

Reading Standards

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: Discuss causes/effects of events.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies

Implementation: Vocabulary work within each unit.

9.12.5.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Implementation: Preview of text structure during first unit.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or simi-
lar topic, including which details they include and emphasize in their respective accounts.

**Implementation:** Analysis of Maine explosion, DBQ primary document analysis.

9.12.7.7 Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

**Implementation:** Data prompted questions on tests and daily assignments.
Sub-Strand # 1: Historical Themes  Students will demonstrate the ability to think conceptually about the American past and to focus on historical change over time by categorizing events as they fall into historical themes.

Standard 1. Explain how political institutions, behavior, and public policy change over time and impact events in American history

1.1.1 Benchmark: Economic Transformations - Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Implementation: Changing role of Federal government in Economic affairs from Industrial revolution through Progressive Movement, the New Deal, and the Great Society.

1.1.2 Benchmark: Environment - Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

1.1.3 Benchmark: Politics and Citizenship - Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

1.1.4 Benchmark: Reform - Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government.

Implementation: Identify similar arguments and techniques across time used by various groups agitating for civil rights.

1.1.5 Benchmark: Slavery and Its Legacies in North America - Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

Standard 2. Analyze social change, and cultural and intellectual developments

1.2.1 Benchmark: American Diversity - The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

Implementation: Compare and contrast effects of immigration waves at different key times in American history.

1.2.2 Benchmark: Culture - Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

1.2.3 Benchmark Demographic Changes - Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
Implementation: Analyze causes and effects of the Baby Boom

1.2.4 Benchmark: Religion - The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.
Implementation: Analyze effects of developments such as The Great Awakening and the Conservative Coalition on politics and society.

Standard 3. Evaluate causes and effects of U.S. diplomacy and international relations

1.3.1 Benchmark: Globalization - Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

1.3.2 Benchmark: War and Diplomacy - Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Sub-strand #2 U.S. History

Standard 15. The Emergence of America as a World Power

2.15.1 Benchmark: Analyze causes of the war in Europe and the progression from isolation to involvement by the United States
Implementation: Assassination of Archduke Franz Ferdinand, causes of war simulation, read the Zimmerman note.

2.15.2 Benchmark: Describe the contributions of the American people to the war effort both at home and abroad.
Implementation: Creation of propaganda

2.15.3 Benchmark: Analyze the weaknesses of the Treaty of Versailles

Standard 16. The 1920s

2.16.1 Benchmark: Describe the contributions of individuals and communities in relation to the art, literature and music of the period.
Implementation: 1920's person research and presentation project

2.16.2 Benchmark: Identify causes and effects of the booming economy and note warning signs that prosperity did not reach all people.
Implementation: Effects of the Automobile on America, Installment plan, identify the increasing gap between the wealthy and poor.

2.16.3 Benchmark: Analyze the ongoing struggle for equality for African Americans and women, including changes accomplished and challenges left unfilled.
Implementation: Harlem Renaissance, flappers

Standard 17. The Great Depression and the New Deal

2.17.1 Benchmark: Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions
2.17.2 Benchmark: Describe the Hoover administration’s response to the Great Depression

2.17.3 Benchmark: Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. Be aware of criticism of the New Deal from the Right and the Left.

Implementation: Primary document analysis, DBQ on New Deal critics, analysis of unemployment and deficit spending charts and figures; class discussion on growing power of the federal government

Standard 18. The Second World War

2.18.1 Benchmark Describe the rise of fascism and militarism in Japan, Italy, and Germany

Implementation: Evaluation of world response to aggressive pre-war actions

2.18.2 Benchmark: Describe the role of the United States as an emerging world leader and its attempts to secure peace and remain neutral; explain the factors that led the United States to choose a side for war

2.18.3 Benchmark: Identify major conflicts of World War II; compare and contrast military campaigns in the European and Pacific theaters.

Implementation: Documentary films such as WWII in color, Student and teacher created multi-media presentations.

2.18.4 Benchmark: Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States.

Implementation: Japanese Internment DBQ

Standard 19. 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.

2.19.1 Benchmark: Analyze the technological and societal changes that affected popular culture in the post WWII era.

Implementation: Art, literature, rock n’ roll, the Beat poets.

2.19.2 Benchmark: Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945-1989)

For example: Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis; Analyze primary documents such as George Kennan telegram, Truman Doctrine, and photos from the Cuban Missile Crisis.

2.19.3 Benchmark: Analyze the role of the United States in Southeast Asia including the Vietnam War; evaluate the impact of the domestic response to the war.

Implementation: Documentary Videos from Vietnam war series. Read and analyze primary documents such as Gulf of Tonkin Resolution and Port Huron Statement. Article Analysis: Was Escalation Inevitable?

2.19.4 Benchmark: Explain the roots and evaluate the legacy of the various civil rights movements, including African American, Native American, women, Latino American and Asian American.

Implementation: Class activities such as a role-playing debate and law proposal simulation.
2.19.5 Benchmark: Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945-1989)

Example: Compare and Contrast fractures within the movement: MLK v. Malcolm X, Black Panthers v. NAACP, Documentary video such as Eyes on the Prize, Civil Rights DBQ.

2.19.6 Benchmark: Analyze the successes and failures of the continuing growth of government characteristic of the New Frontier and Great Society. Describe the attempts to limit government starting with Nixon’s New Federalism.

2.19.7 Benchmark: Evaluate the effectiveness of United States policies in ending the Cold War.

Standard #20. 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.

2.20.1 Benchmark: Describe the competing views about the role of government in American life since 1980.
Implementation: Reagonomics.

2.20.2 Benchmark: Explain how United States involvement in world affairs after the Cold War continues to affect modern foreign policy.
Implementation: Multi-media presentation on current world events including War on Terror, Article Analysis paper on the article “Was the Ending of the Cold War a positive thing for the United States?” Newscast project.

2.20.3 Benchmark: 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.

2.20.4 Benchmark: Analyze the impact of twenty-first century technological innovations on society.

2.20.5 Benchmark: Evaluate the United States’ global economic connections and interdependence with other countries.

Writing Standards

9.14.2.2 Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events.
Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.5.5 Use a writing process to develop and strengthen writing as needed and appropriate to the discipline.
Implementation: Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.6.6 Use technology to produce, publish and update individual or shared writing products.
Implementation: Students will create a power-point presentation including a hyperlink, newscast projects can be uploaded to You-Tube.
9.14.7.7 Conduct short as well as more sustained research projects to answer a question or solve a problem… synthesize ideas from multiple sources to demonstrate an understanding of the subject under investigation.

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.8.8 Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Implementation:** Write a 2-page research paper (3 sources w/ source analysis) on a topic to be determined from content covered this semester.

9.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

**Implementation:** Journaling, reaction papers, essay questions (take home and test), Article Analysis essays, DBQs, etc.

**Reading Standards**

9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Implementation:** Cause/effect of Cold war actions taken by United States, Articles to be read for analysis essays.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies

**Implementation:** Vocabulary work within each unit. Articles to be read for analysis essays.

9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

**Implementation:** Analyze theories of the Kennedy Assassination. Articles to be read for analysis essays.
Advanced Placement World History 10A
Fall Semester - 1 Credit
Elective - Replaces World History 10A Requirement
Grade 10

History - Strand - 4

Sub-Strand #1 - Historical Thinking Skills

**Standard - 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 happen.

**9.4.1.2.1 Benchmark:** 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.

**Implementation:** Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.

**9.4.1.2.2 Benchmark:** Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 - World History

**Standard - 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 Benchmark:** 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)

**Standard 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 Benchmark:** 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 - Benchmark:** 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)

**Standard 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 - Benchmark: 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)


9.4.3.8.2 - Benchmark: 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)

**Implementation:** Identity the major characteristics of a civilization (cities, organized government, complex religion, art and architecture, written language, public works, job specialization, and social classes. Analyze examples from early river valley societies like Egyptian, Babylon, and Sumerian. Small group Internet based research using S.P.I.C.E analysis process on ancient civilizations of Shang, Egyptian, Babylon, and Sumerian and presentations.

9.4.3.8.3 - Benchmark: 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)

**Standard 9:** Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distance, 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: 6001450)

9.4.3.9.1 - Benchmark: 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 - Benchmark: 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 - Benchmark: 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 - Benchmark: Analyze the impact of Indian Ocean trade on the cultures in South and South-east Asia. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 6001450)

9.4.3.9.5 - Benchmark: 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) For example: The Black Death, Byzantine Empire, Eastern Orthodoxy, and Roman Catholicism.

9.4.3.9.6 - Benchmark: 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 - **Benchmark:** 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) For example: Dar al Islam, Crusades, Renaissance.

**Standard 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 - **Benchmark:** 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 - **Benchmark:** 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)

**Implementation:** Maritime technology, Reconquista.

9.4.3.10.3 - **Benchmark:** 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 - **Benchmark:** 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)

9.4.3.10.5 - **Benchmark:** 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 - **Benchmark:** 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 - **Benchmark:** 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 - **Benchmark:** Analyze the varied responses in China and Japan to increasingly worldwide economic and cultural exchanges. (Emergence of the First Global Age: 1450-1750)

**Implementation:** Seclusion of Tokugawa, Ming Trade, Jesuit Missionaries.

9.4.3.10.9 - **Benchmark:** 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)
Writing Standards:

9.14.1.1 Benchmark: Write arguments focused on discipline-specific content.

Implementation: 5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.

9.14.8.8 Benchmark: Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question...

Implementation: Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.

9.14.10.10 Benchmark: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Implementation: Journaling, reaction papers, essay questions.

Reading Standards:

9.12.1.1 Benchmark: Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

Implementation: Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).

9.12.2.2 Benchmark: Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Implementation: Students will read excerpts from primary sources such as “The Children of The Sun”-Incas, “The Prince”-Renaissance Italy, “The Broken Spears”-Aztecs, etc...

9.12.3.3 Benchmark: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Implementation: Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. Example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.

9.12.4.4 Benchmark: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

Implementation: Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.

9.12.5.5 Benchmark: Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.

Implementation: Preview of text structure during first unit.

9.12.6.6 Benchmark: Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

Implementation: Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.

9.12.7.7 Benchmark: Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.
**Implementation:** Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.

**9.12.8.8 Benchmark:** Assess the extent to which the reasoning and evidence in text support the author’s claims.  
**Implementation:** Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.

**9.12.9.9 Benchmark:** Compare and contrast the treatment of the same topic in several primary and secondary sources.  
**Implementation:** Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory

**9.12.10.10 Benchmark:** By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.  
**Implementation:** Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc…

**Advanced Placement additional Key Concepts:**

**Key Concept 1.1. Big Geography and the Peopling of the Earth**

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.
   A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments.
   B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.
   C. Economic structures focused on small kinship groups of hunting-foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

**Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies**

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.
   A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.
   B. Pastoralism developed at various sites in the grasslands of Afro- Eurasia.
   C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.
   D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.
   E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.
II. Agriculture and pastoralism began to transform human societies.
   A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.
   B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.
   C. Technological innovations led to improvements in agricultural production, trade, and transportation. Implementation: Examples of improvements in agricultural production, trade, and transportation: • Pottery • Plows • Woven textiles • Metallurgy • Wheels and wheeled vehicles
   D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.

II. Students should be able to identify the location of all of the following required examples of core and foundational civilizations: Mesopotamia in the Tigris and Euphrates River Valleys • Egypt in the Nile River Valley • Mohenjo-Daro and Harappa in the Indus River Valley • Shang in the Yellow River or Huang He Valley • Olmecs in Mesoamerica • Chavín in Andean South America.
   A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.
   B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.
   C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley. Implementation: Teach one illustrative example of new weapons, either from the list below or an example of your choice: • Compound bows • Iron weapons.
   D. Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.
   A. Early civilizations developed monumental architecture and urban planning.
   B. Elites, both political and religious, promoted arts and artisanship. Implementation: Example of new modes of transportation, either from the list below or an example of your choice: • Chariots • Horseback riding. Implementation: Example of monumental architecture and urban planning, either from the list below or an example of your choice: • Ziggurats • Pyramids • Temples • Defensive walls • Streets and roads • Sewage and water systems. Implementation: Example of arts and artisanship, either from the list below or an example of your choice: • Sculpture • Painting • Wall decorations • Elaborate weaving. Implementation: Example of systems of record keeping, either from the list below or an example of your choice: • Cuneiform • Hieroglyphs • Pictographs • Alphabets • Quipu.
   C. Systems of record keeping arose independently in all early civilizations and subsequently were diffused.
   D. States developed legal codes, including the Code of Hammurabi that reflected existing hierarchies and facilitated the rule of governments over people.
E. New religious beliefs developed in this period continued to have strong influences in later periods.  
**Implementation:** Examples of new religious beliefs: • The Vedic religion • Hebrew monotheism • Zoroastrianism.

F. Trade expanded throughout this period from local to regional and trans-regional, with civilizations exchanging goods, cultural ideas, and technology.  
**Implementation:** Examples of trade expansion from local to regional and trans-regional: • Between Egypt and Nubia • Between Mesopotamia and the Indus Valley.

G. Social and gender hierarchies intensified as states expanded and cities multiplied.  

H. Literature was also a reflection of culture.  
**Implementation:** Example of literature, either from the list below or an example of your choice: “The “Epic of Gilgamesh”, Rig Veda Book of the Dead.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions.

I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.

A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.

C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.  
**Implementation:** Example of the influence of Daoism on the development of Chinese culture, either from the list below or an example of your choice: • Medical theories and practice • Poetry • Metalurgy • Architecture
III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.

IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.
   A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.
   B. Ancestor veneration persisted in many regions.

V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.
   A. Literature and drama acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.
   B. Distinctive architectural styles developed in many regions in this period.
      Implementation: Examples of regions where ancestor veneration persisted, either from the list below or an example of your choice:
      - Africa
      - Mediterranean Region
      - East Asia
      - Andean areas.
      Implementation: Examples of literature and drama, either from the list below or an example of your choice:
      - Greek plays
      - Indian epics.
      Implementation: Example of regions where distinctive architectural styles developed, either from the list below or an example of your choice:
      - India
      - Greece
      - The Roman Empire
      - Mesoamerica
   C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

Key Concept 2.2. The Development of States and Empires

I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.
   Implementation: Required examples of key states and empires (Student should know the location and names):
      - Southwest Asia: Persian Empires
      - East Asia: Qin and Han Empire
      - South Asia: Maurya and Gupta Empires
      - Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
      - Mesoamerica: Teotihuacan, Maya city-states
      - Andean South America: Moche
   Implementation: Teach one example of Persian Empires, either from the list below or an example of your choice:
      - Achaemenid
      - Parthian
      - Sassanid.

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.
   A. In order to organize their subjects, the rulers created administrative institutions in many regions.
      Implementation: Required examples of administrative institutions:
      - Centralized governments
      - Elaborate legal systems and bureaucracies.
   B. Imperial governments projected military power over larger areas using a variety of techniques.
      Implementation: Required examples of such techniques:
      - Diplomacy
      - Developing supply lines
      - Building fortifications, defensive walls, and roads
      - Drawing new groups of military officers and soldiers from the local populations or conquered peoples
Implementation: Teach one illustrative example of regions where rulers created administrative institutions, either from the list below or an example of your choice: • China • Persia • Rome • South Asia.
C. Economic integration by building and maintaining roads and issuing currencies.

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.
A. Cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.
B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.
C. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.
D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.
Implementation: Teach one illustrative example of cities, either from the list below or an example of your choice: • Persepolis • Chang’an • Pataliputra • Athens • Carthage • Rome • Alexandria • Constantinople • Teotihuacan.
Implementation: Teach one illustrative example of such methods, either from the list below or an example of your choice: • Corvée • Slavery • Rents and tributes • Peasant communities • Family and household production.

IV. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, leading to their decline, collapse, and transformation into successor empires or states.
A. Through excessive mobilization of resources, imperial governments caused environmental damage and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.
B. External problems resulted from security issues along their frontiers, including the threat of invasions.

Key Concept 2.3. Emergence of Trans-regional Networks of Communication and Exchange

I. Land and water routes became the basis for trans-regional trade, communication, and exchange networks in the Eastern Hemisphere.
A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes.
Implementation: Required examples of trade routes: • Eurasian Silk Roads • Trans-Saharan caravan routes • Indian Ocean sea lanes • Mediterranean sea lanes

II. New technologies facilitated long-distance communication and exchange.
A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.
Implementation: Teach one illustrative example of new technologies, either from the list below or an example of your choice: • Yokes • Saddles • Stirrups.
Implementation: Teach one illustrative example of domesticated pack animals, either from the list below or an example of your choice: • Horses • Oxen • Llamas • Camels
Implementation: Teach one illustrative example of innovations in maritime technologies, either from the list below or an example of your choice: • Lateen sail • Dhow ships.
B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.
III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.

B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.

C. Religious and cultural traditions were transformed as they spread.

**Implementation:** Required examples of transformed religious and cultural traditions:
- Christianity
- Hinduism
- Buddhism

**Implementation:** Teach one illustrative example of changes in farming and irrigation techniques, either the one following or an example of your choice:
- The qanat system

**Implementation:** Teach one illustrative example of the effects of the spread of disease on empires, either from the list below or an example of your choice:
- The effects of disease on the Roman Empire
- The effects of disease on Chinese empires

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. Existing trade routes flourished and promoted the growth of powerful new trading cities.

**Implementation:** Required examples of existing trade routes:
Teach one illustrative example of new trading cities, either from the list below or an example of your choice:
- Novgorod
- Timbuktu
- The Swahili city-states
- Hangzhou
- Calicut
- Baghdad
- Melaka
- Venice
- Tenochtitlan
- Cahokia.

B. New trade routes centering on Mesoamerica and the Andes developed.

C. The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization; use of the compass, astrolabe, and larger ship designs in sea travel; and new forms of credit and monetization.

**Implementation:** Teach one illustrative example of luxury goods, either from the list below or an example of your choice:
- Silk and cotton textiles
- Porcelain
- Spices
- Precious metals and gems
- Slaves
- Exotic animals.

**Implementation:** Teach one illustrative example of caravan organization, either from the list below or an example of your choice:
- Caravanserai
- Camel saddles.

**Implementation:** Teach one illustrative example of new forms of credit and monetization, either from the list below or an example of your choice:
- Bills of exchange
- Credit
- Checks
- Banking houses.

**Implementation:** Teach one illustrative example of state practices, either from the list below or an example of your choice:
- Minting of coins
- Use of paper money.

D. Commercial growth was also facilitated by state practices, trading organizations, and state-sponsored commercial infrastructures like the Grand Canal in China.

E. The expansion of empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks. Required examples of empires:
- China
- The Byzantine Empire
- The Caliphates
- The Mongols.

**Implementation:** Teach one illustrative example of trading organizations, either the one below or an example of your choice:
- Hanseatic League.
II. The movement of peoples caused environmental and linguistic effects.
   A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it.
   B. Some migrations had a significant environmental impact. Required examples of migration and their environmental impact:
      • The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa.
      • The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands.

Implementation: Teach one illustrative example of environmental knowledge and technological adaptations, either from the list below or an example of your choice:
   • The way Scandinavian Vikings used their long ships to travel in coastal and open waters as well as in rivers and estuaries.
   • The way the Arabs and Berbers adapted camels to travel across and around the Sahara.
   • The way Central Asian pastoral groups used horses to travel in the steppes.

Implementation: Teach one illustrative example of the diffusion of languages, either from the list below or an example of your choice:
   • The spread of Bantu languages including Swahili.
   • The spread of Turkic and Arabic languages.

C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
   A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.
   B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.
   C. The writings of certain interregional travelers illustrate both the extent and the limitations of intercultural knowledge and understanding.

Implementation: Teach one illustrative example of diasporic communities, either from the list below or an example of your choice:
   • Muslim merchant communities in the Indian Ocean region
   • Chinese merchant communities in Southeast Asia
   • Sogdian merchant communities throughout Central Asia
   • Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads.

Implementation: Teach one illustrative example of interregional travelers, either from the list below or an example of your choice: • Ibn Battuta • Marco Polo • Xuanzang.

Implementation: Teach one illustrative example of the diffusion of literary, artistic and cultural traditions, either from the list below or an example of your choice:
   • The influence of Neoconfucianism and Buddhism in East Asia
   • Hinduism and Buddhism in Southeast Asia
   • Islam in Sub-Saharan Africa and Southeast Asia
   • Toltec/Mexica and Inca traditions in Mesoamerica and Andean America.

D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions.
E. Increased cross-cultural interactions also resulted in the diffusion of scientific and technological traditions.
Implementation: Teach one illustrative example of the diffusion of scientific and technological traditions, either from the list below or an example of your choice:

- The influence of Greek and Indian mathematics on Muslim scholars
- The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia
- The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe.

IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.
A. New foods and agricultural techniques were adopted in populated areas.
B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.
A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined traditional sources of power and legitimacy with innovations better suited to the current circumstances.

Implementation: Teach one illustrative example of new foods and agricultural techniques, either from the list below or an example of your choice:

- Bananas in Africa
- New rice varieties in East Asia
- The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin.

Implementation: Teach one illustrative example of traditional sources of power and legitimacy, either from the list below or an example of your choice:

- Patriarchy
- Religion
- Land-owning elites.

Implementation: Teach one illustrative example of innovations, either from the list below or an example of your choice:

- New methods of taxation
- Tributary systems
- Adaptation of religious institutions.

Implementation: Teach one illustrative example of Islamic states, either from the list below or an example of your choice:

- Abbasids
- Muslim Iberia
- Delhi Sultanates.

B. In some places, new forms of governance emerged, including those developed in various Islamic states, the Mongol Khanates, city-states, and decentralized government (feudalism) in Europe and Japan.
C. Some states synthesized local and borrowed traditions.
D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers. Required examples of technological and cultural transfers:

Implementation: Teach one illustrative example of city-states, either from the list below or an example of your choice: In the Italian peninsula In East Africa In Southeast Asia In the Americas

Implementation: Teach one illustrative example of such synthesis by states, either from the list below or an example of your choice:

- Persian traditions that influenced Islamic states
- Chinese traditions that influenced states in Japan
- Between Tang China and the Abbasids Across the Mongol empires During the Crusades.
Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

I. Innovations stimulated agricultural and industrial production in many regions.
   A. Agricultural production increased significantly due to technological innovations.
   B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.
   C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

   Implementation: Teach one illustrative example of technological innovations, either from the list below or an example of your choice:
   • Champa rice varieties • The chinampa field systems • Waru waru agricultural techniques in the Andean areas • Improved terracing techniques • The horse collar.

II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.
   A. Multiple factors contributed to the declines of urban areas in this period.
      Required examples of these factors: • Invasions • Disease • The decline of agricultural productivity • The Little Ice Age.
   B. Multiple factors contributed to urban revival.
      Required examples of these factors:
      • The end of invasions
      • The availability of safe and reliable transport
      • The rise of commerce and the warmer temperatures between 800 and 1300
      • Increased agricultural productivity and subsequent rising population.
   C. Greater availability of labor also contributed to urban growth while cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.
   A. As in the previous period, there were many forms of labor organization.
      Required examples of forms of labor organization:
      Free peasant agriculture Nomadic pastoralism Craft production and guild organization Various forms of coerced and unfree labor Government-imposed labor taxes Military obligations.
   B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.
   C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the mit’a in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.
      Implementation: Teach one illustrative example of regions where free peasants revolted, either from the list below or an example of your choice:
      • China • The Byzantine Empire.
   D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.
Sub-Strand #1 - Historical Thinking Skills

**Standard - 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 happen.

**9.4.1.2.1 Benchmark:** 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.

**Implementation:** Students will read excerpts from “The Source” by James Michener and identify how artifacts can reveal how a society lived.

**9.4.1.2.2 Benchmark:** Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Sub-Strand #3 - World History

**Standard – 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 Benchmark:** Describe the causes and the regional and global impact of the Industrial Revolution. (The Age of Revolutions: 1750-1922)

**Implementation:** 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 Benchmark:** Explain the causes and global consequences of the French Revolution and Napoleonic Era. (The Age of Revolutions: 1750-1922) 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)

**Implementation:** Toussaint L’Ouverture in Haiti, Simon Bolivar in Venezuela.

**9.4.3.11.3 Benchmark:** Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on worldwide migration patterns. (The Age of Revolutions: 1750-1922)

**Implementation:** Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.

**9.4.3.11.4 Benchmark:** Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on worldwide migration patterns. (The Age of Revolutions: 1750-1922)

**Implementation:** Hindi plantation workers in Trinidad, Japanese cane workers in Hawaii, Aborigine domestic servants in Australia.
9.4.3.11.5 Benchmark: 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)

Implementation: 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 Benchmark: Compare and contrast the development and results of state building and nationalism in the nineteenth century. (The Age of Revolutions: 1750-1922)

Implementation: Mexico, Germany, Japan, Zionism.

9.4.3.11.7 Benchmark: Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia. (The Age of Revolutions: 1750-1922)


9.4.3.11.8 Benchmark: Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750-1922)

Implementation: Opium War, Boxer Rebellion, Meiji Restoration.

Standard – 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 Benchmark: Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900-1950)

Implementation: Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.

9.4.3.12.2 Benchmark: 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 Benchmark: Describe the social, political and economic causes and main turning points of World War II. (A Half-Century of Crisis and Achievement: 1900-1950)

Implementation: Causes—Rise of totalitarianism, invasion of Manchuria, appeasement, invasion of Poland. Turning points—Stalingrad, Battle of Midway.

9.4.3.12.4 Benchmark: 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 Benchmark: Identify major developments in science, medicine, and technology; analyze their benefits and dangers. (A Half-Century of Crisis and Achievement: 1900-1950)

Implementation: Developments—electricity, automobile, hydrogen bomb, and vaccines.
Standard -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 Benchmark:** Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950-1989)

*Implementation:* Great Leap Forward, Cultural Revolution, and Tiananmen Square.

**9.4.3.13.2 Benchmark:** 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)


**9.4.3.13.3 Benchmark:** 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)

*Implementation:* The Congo, Nicaragua, and Afghanistan.

**9.4.3.13.4 Benchmark:** 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)

*Implementation:* Cambodia, Rwanda, and Darfur.

Standard-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 Benchmark:** Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present)

*Implementation:* Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional).

**9.4.3.14.2 Benchmark:** 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)

Writing Standards:

**9.14.1 Benchmark:** Write arguments focused on discipline-specific content

*Implementation:* 5-paragraph persuasive essays on topics such as urban development and decline of cities and entire civilizations.

**9.14.8 Benchmark:** Gather relevant information from multiple authoritative data, print, physical, and digital sources using advanced searches; assess the usefulness of each source in answering the question…

*Implementation:* Students will research from multiple sources and create a power-point presentation including hyperlinks regarding a topic of choice related to the one of our first semester units.

**9.14.10 Benchmark:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

*Implementation:* Journaling, reaction papers, essay questions.
**Reading Standards:**

**9.12.1 Benchmark:** Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

**Implementation:** Students will read and analyze excerpts from primary sources such as the Poems of Ancient Egypt, The Odyssey, The Aeneid, and The Decameron; and secondary sources from historians and other secondary sources (textbook, internet).

**9.12.2 Benchmark:** Determine the central idea or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Implementation:** Students will read excerpts from primary sources such as “The Children of The Sun”-Incas, “The Prince”-Renaissance Italy, “The Broken Spears”-Aztecs, etc…

**9.12.3 Benchmark:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Implementation:** Students will complete cause and effect timeline activity where they draw connections from previous ideas and events to future ones. Example would be how the Age of Science and Enlightenment and there correlation to the French and American Revolutions.

**9.12.4 Benchmark:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

**Implementation:** Students will be able to explain key vocabulary as it relates to social studies from each unit or reading assignment.

**9.12.5 Benchmark:** Analyze how a text uses structure to emphasize key point or advance an explanation or analysis.

**Implementation:** Preview of text structure during first unit.

**9.12.6 Benchmark:** Compare the point of view of two or more authors or creators for how they treat the same or similar topic, including which details they include and emphasize in their respective accounts.

**Implementation:** Students will read primary excerpts such as the Conquistador Cortez’s and Spanish monk Bartholomew de La Casa’s journals describing their views and the treatment of the natives by the Conquistadors.

**9.12.7 Benchmark:** Integrate quantitative or technical analysis (charts, maps, data) with qualitative analysis in print or digital text.

**Implementation:** Students will read the article “Examining Empires Geographically” and study maps and charts to determine how human societies and civilizations determine a location for settlement.

**9.12.8 Benchmark:** Assess the extent to which the reasoning and evidence in text support the author’s claims.

**Implementation:** Students will read excerpts from the Decameron to determine whether the author’s claims about the causes of the Bubonic Plague were accurate.

**9.12.9 Benchmark:** Compare and contrast the treatment of the same topic in several primary and secondary sources.

**Implementation:** Students will read excerpts from primary sources such as John Locke’s “On the Spirit of Laws,” and Thomas Hobbes’ Leviathan regarding their views of the social contract theory.

**9.12.10 Benchmark:** By the end of grade 10 read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Implementation:** Students will read from a historical textbook which written at a 9-10 grade reading level and read numerous excerpts from primary sources such as Candide, Chinese Parables, The Odyssey, The Manners of Kings, The Prince, etc…
Key Concept 4.1. Globalizing Networks of Communication and Exchange

I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.

II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.

III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

Key Concept 4.2. New Forms of Social Organization and Modes of Production

I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.

Key Concept 4.3. State Consolidation and Imperial Expansion

I. Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administrating widely dispersed territories.

II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

Key Concept 5.1. Industrialization and Global Capitalism

I. Industrialization fundamentally changed how goods were produced.
II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.

III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.

IV. There were major developments in transportation and communication.
   Required examples of developments in transportation and communication:
   • Railroads • Steamships • Telegraphs • Canals

V. The development and spread of global capitalism led to a variety of responses.

VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.

Key Concept 5.2. Imperialism and Nation-State Formation.

I. Industrializing powers established transoceanic empires.

II. Imperialism influenced state formation and contraction around the world.

III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.

Key Concept 5.3. Nationalism, Revolution, and Reform

I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.

II. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.

III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

Key Concept 5.4. Global Migration

I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

II. Migrants relocated for a variety of reasons.

III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.
Key Concept 6.1 Science and the Environment

I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.

II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.

III. Disease, scientific innovations, and conflict led to demographic shifts.

Key Concept 6.2 Global Conflicts and Their Consequences

I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of trans-regional political organization by the century’s end.

II. Political changes were accompanied by major demographic and social consequences.

III. Military conflicts occurred on an unprecedented global scale.

Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

I. States responded in a variety of ways to the economic challenges of the twentieth century.

II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.

III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.

IV. Popular and consumer culture became global.
Standard - 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

9.3.1.1.1 Benchmark: Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

Implementation: Maps showing changing political boundaries and tables showing the distribution of refugees from areas affected by natural disasters.

9.3.1.1.2 Benchmark: 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.

Implementation: Technologies—aerial photographs, satellite-produced imagery, and geographic information systems (GIS).

Web-based GIS activity; compare thematic maps to show relationship among population distribution; climate and economic activity.

Sub-Strand #2. Places and Regions

Standard - 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 Benchmark: Use geospatial technologies to make and justify decisions about the best location for facilities.

Implementation: Technologies—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Decision about location of facilities using range and relocation of resources.

9.3.1.2.2 Benchmark: Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.

Implementation: Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control.

Standard - 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 Benchmark: 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.

Implementation: 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.

**Standard - 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 Benchmark:** Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.

*Implementation:* Create US economic regions map. Compare and contrast thematic maps of production and consumption.

**9.3.2.4.2 Benchmark:** Identify the primary factors influencing the regional pattern of economic activities in the United States and the world.

**9.3.2.4.3 Benchmark:** Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production.

*Implementation:* Internet search on green revolution with classroom discussion.

**9.3.2.4.4 Benchmark:** Describe patterns of production and consumption of agricultural commodities that are traded among nations.

**Sub-Strand #3. Human Systems**

**Standard #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 Benchmark:** Describe the patterns of human population distribution in the United States and major regions of the world.

**9.3.3.5.2 Benchmark:** Use the demographic transition model to analyze and explain the impact of changing birth and death rates in major world regions.

Example: Create population pyramids to show various stages of development.

**9.3.3.5.3 Benchmark:** Compare the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables.

Example: U.S. and Brown Co. population pyramids.

**9.3.3.5.4 Benchmark:** Explain migration patterns in the modern era at a range of scales, local to global.

*Implementation:* UN population Data worksheets

**9.3.3.5.5 Benchmark:** Describe the factors influencing the growth and spatial distribution of large cities in the contemporary world.

*Implementation:* Economic development, migration, population growth.

**9.3.3.5.6 Benchmark:** Analyze how transportation and communication systems have affected the development of systems of cities.

*Implementation:* Map location of largest US cities over time.
9.3.3.5.7 Benchmark: Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States.

Implementation: Discussion of transportation and technology innovations that support growth of cities.

9.3.3.5.8 Benchmark: Describe the factors (transportation, government policies, economic development, and changing cultural values) that shape and change urban and suburban areas in the United States.


9.3.3.6.1 Benchmark: Use generally accepted models to explain the internal spatial structure of cities in regions of the United States and other regions in the world.


Standard #7. The characteristics, distribution and complexity of the earth’s cultures influence human systems (social, economic and political systems).

9.3.3.7.1 Benchmark: Explain the spread of culture using the concept of diffusion and diffusion models.

9.3.3.7.2 Benchmark: Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

Implementation: Analyze ethnic census records for the US and MN.

9.3.3.7.3 Benchmark: Explain how social, political and economic processes influence the characteristics of places and regions.

Implementation: Video on globalization

Standard #8. Processes of cooperation and conflict among people influence the division and control of the earth’s surface.

9.3.3.8.1 Benchmark: Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.

Implementation: Discussion on WTO, EU, and NATO

9.3.3.8.2 Benchmark: Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.

Implementation: Web activity on imperialism and Berlin Conference

9.3.3.8.3 Benchmark: 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.

Implementation: Discussion of current events as they relate to colonialism (Sudan and S. Sudan). Classroom discussion of genocide (Ghosts of Rwanda)
Sub-strand #4. Human Environment Interaction

**Standard #9.** The environment influences human actions; and humans both adapt to and change, the environment.

9.3.4.9.1 **Benchmark:** Analyze the interconnectedness of the environment and human activities including the use of technology, and the impact of one upon the other.

**Implementation:** Video on global environment issues; web-activity on alternative fuels including pros & cons.

**Standard #10.** The meaning, use, distribution and importance of resources changes over time.

9.3.4.10.1 **Benchmark:** Describe patterns of production and consumption of fossil fuels that are traded among nations.

**Implementation:** Power point on globalization of petroleum.

In addition to the Minnesota state standards above the AP Human Geography course includes the following:

**Topic #1: Geography: Its Nature and Perspectives**

**Benchmark #1:** Emphasize the importance of geography as a field of inquiry and briefly discusses the emergence of academic geography in nineteenth-century Europe.

**Benchmark #2:** Introduce students to the importance of spatial organization.

**Implementation:** The location of places, people, and events, and the connections among places and landscapes.

**Benchmark #3:** Geographic concepts to be emphasized throughout the course are location, space, place, scale, pattern, regionalization, and globalization.

**Benchmark #4:** Students learn how to use and interpret maps.

**Benchmark #5:** Students will learn to apply mathematical formulas, models, and qualitative data to geographical concepts.

**Benchmark #6:** Students will develop an awareness of the relevance of academic geography to everyday life and decision-making.

**Topic #2: Population**

**Benchmark #1:** Understand the ways in which the human population is organized geographically.

**Implementation:** Students will analyze the distribution of the human population at different scales: global, continental, national, state or province, and local community.

**Benchmark #2:** Students will explain why population is growing or declining in some places and not others.

**Benchmark #3:** Students will understand the processes of fertility, mortality, and migration.

**Benchmark #4:** Assess why fertility rates have dropped in some parts of the developing world but not in others.

**Implementation:** Show how age–sex structures vary from one country to another.
Benchmark #5: Understand contemporary population trends by considering models of population growth and decline.

Implementation: The demographic and the epidemiological (mortality) transition models.

Benchmark #6: Evaluate the role, strengths, and weaknesses of major population policies.

Implementation: How might increasing the education levels of females lead to lower fertility?

Topic #3: Cultural Patterns and Processes

Benchmark #1: Understand the components and regional variations of cultural patterns and processes.

Benchmark #2: Assess the spatial and place dimensions of cultural groups as defined by language, religion, race, ethnicity, and gender, in the present as well as the past.

Benchmark #3: Understanding how cultural traits move through time and space to new locations, adapting to local cultural preferences through globalization.

Implementation: Agricultural practices and language.

Benchmark #4: Students will learn to distinguish between languages and dialects; ethnic and universalizing religions; popular and folk cultures, and to understand why each has a different geographic pattern.

Benchmark #5: Understand how culture shapes human–environment relationships.

Implementation: Religion can influence environmental perception and modification.

Benchmark #6: Students will also come to understand how culture is expressed in landscapes, and how landscapes in turn represent cultural identity.

Implementation: Both folk and contemporary architecture.

Topic #4 Political organization of space

Benchmark #1: Students will learn that political patterns reflect ideas about how Earth’s surface should be organized.

Benchmark #2: Introduce the different forces that shaped the evolution of the contemporary world political map.

Implementation: The rise of nation-states in Europe.

Benchmark #3: Students will learn the inconsistencies between maps of political boundaries and maps of ethnic, economic, and environmental patterns.

Benchmark #4: Students will consider some of the forces that are changing the role of individual countries in the modern world.

Implementation: This would include ethnic separatism, devolution, supranational, economic globalization, the emergence of regional economic blocs, and the need to confront environmental problems that cross national boundaries.

Benchmark #5: Focus on political units above, below, and beyond the state.

Implementation: Such as NATO, the European Union, NAFTA, electoral districts, municipal boundaries, and ethnic territories.
**Topic #5 Agriculture and Rural Land use**

**Benchmark #1:** Explore the origin and spread of agriculture.
*Implementation:* *Centers where domestication originated.*

**Benchmark #2:** Explore the characteristics of the world’s agricultural regions.
*Implementation:* *Fishing, forestry, nomadic herding, ranching and shifting cultivation.*

**Benchmark #3:** Give reasons why these regions function the way they do.

**Benchmark #4:** Explain the impact of agricultural change on the quality of life and the environment.

**Benchmark #5:** Give explanations for the location of agricultural activities.
*Implementation:* *Von Thünen’s land use model.*

**Topic #6 Industrialization and Economic Development**

**Benchmark #1:** Divide economic activities into key sectors.

**Benchmark #2:** Appreciate how places and regions acquire comparative advantages for development.

**Benchmark #3:** Understand how models of economic development, help to explain why the world is described as being divided into a more well developed core and a less-developed periphery.
*Implementation:* *Such as Rostow’s stages of economic growth, Wallerstein’s World Systems Theory, and Millennium Development Goals.*

**Benchmark #4:** Compare location theories, such as those by Weber and von Thünen (which stress resource and market dependence) with accounts of economic globalization (which accent time–space compression and the new international division of labor).
*Implementation:* *Give reasons why some Asian economies achieved rapid rates of growth in the 1980s while most sub-Saharan African economies experienced decline.*

**Benchmark #5:** Understand the patterns of economic growth and decline in North America.

**Benchmark #6:** Address contemporary issues surrounding economic activity.
*Implementation:* *Countries, regions, and communities must confront new patterns of economic inequity that are linked to geographies of interdependence in the global economy.*

**Benchmark #7:** Students will study the impact of deindustrialization, the disaggregation of production, the development of commodity chains, and the rise of consumption and leisure activities.

**Topic #7 Cities and Urban Land use**

**Benchmark #1:** Study systems of cities, focusing on where cities are located and why they are there.
*Implementation:* *Examine of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities.*

**Benchmark #2:** Study the theories of settlement geography.
*Implementation:* *Christaller’s central place theory, the rank size rule, and the gravity model.*
Benchmark #3: Focus on the form, internal structure, and landscapes of cities. Emphasizing what cities are like as places in which to live and work.

Implementation: Students are introduced to such topics as the analysis of patterns of urban land use, racial and ethnic segregation, types of intra-city transportation, architectural traditions, and cycles of uneven construction and development.

Benchmark #4: Study models of internal city structure.

Implementation: The Burgess concentric zone model, the Hoyt sector model, and the Harris–Ullman multiple nuclei model.

Benchmark #5: Analysis of spatial patterns and landscapes evident in cities.

Example: Useful topic can include: culture, architectural history, and the evolution of various transportation technologies in different parts of the world.

Benchmark #6: Illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and landscapes of urban places.

Implementation: Study of European, Islamic, East and South Asian, Latin American, and sub-Saharan African cities.

Benchmark #7: Students shall examine current trends in urban development that are affecting urban places.

Implementation: The emergence of edge cities, new urbanism, and the gentrification of neighborhoods.

Benchmark #8: Students shall evaluate urban planning design initiatives and community actions.

Implementation: Those that reduce energy use and protect the environment or that will shape cities in the future.

Reading Standards:

11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.

11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraph, and larger portions of the text contribute to the whole.

11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11.12.10.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.
Writing Standards:

11.14.1.1  Write arguments focused on discipline-specific content.

11.14.4.4  Produce clear and coherent writing in which the development, organization and style are appropriate to discipline, task, purpose and audience.

11.14.5.5  Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.

11.14.6.6  Use technology, including, but not limited to, the internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.

11.14.7.7  Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.

11.14.8.8  Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11.14.9.9  Draw evidence from literary or informational texts to support analysis, reflection and research.

11.14.10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.
Advanced Placement Microeconomics
Semester – 1 Credit
Elective
Grade 11-12

Economics – Strand – 2

Sub-strand #1. Economic Reasoning Skills

Standard - 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 Benchmark: 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.
Implementation: 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.

Sub-strand #2. Personal Finance

Standard - 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 Benchmark: 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.
Implementation: 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.

9.2.2.2.2 Benchmark: Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.
Implementation: 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.

9.2.2.2.3 Benchmark: 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.
Implementation: 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.

9.2.2.2.4 Benchmark: Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.
Implementation: Unit pricing, sales tactics which can help or hinder choices, advertising which can provide useful information or misleading claims, scams, fraudulent offers.
Substrand #3. Fundamental Concepts

**Standard - 3.** Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.

**9.2.3.3.1 Benchmark:** 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).

**Implementation:** 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.

**Standard - 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 Benchmark:** Explain how the availability of productive resources and technology limits the production of goods and services.

**Implementation:** Productive resources—human, capital, natural, and entrepreneurial; production possibilities curve and shifts of this curve; effects of technological change.

**9.2.3.4.2 Benchmark:** Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems.

**Implementation:** 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?

**9.2.3.4.3 Benchmark:** 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.

**Implementation:** 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.

Substrand #4. Microeconomic Concepts

**Standard - 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 Benchmark:** Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy.

**Implementation:** 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 Benchmark:** Describe the role of markets in the movement of resources, goods and services, and money in an economy.

**Implementation:** Product markets (exchange of goods and services), resource markets (households are sellers and businesses are buyers).

**9.2.4.5.3 Benchmark:** 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.
Implementation: 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 Benchmark: 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.
Implementation: 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.

9.2.4.5.5 Benchmark: 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.
Implementation: 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 Benchmark: 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.
Implementation: 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.

Standard - 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.

9.2.4.6.1 Benchmark: Compare and contrast characteristics of various market structures.
Implementation: 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.

9.2.4.6.2 Benchmark: Explain the impact of various market structures on long-run profit, price, production, and efficiency in the market.
Implementation: 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.


9.2.4.7.1 Benchmark: Explain the role of productivity, human capital, unions, demographics and government policies in determining wage rates and income in labor markets.
Implementation: 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.

9.2.4.7.2 Benchmark: Explain the role of financial institutions and credit markets in the acquisition of capital.
Implementation: 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).
9.2.4.7.3 Benchmark: Describe commodities as natural resources necessary to produce goods and services; explain how world events and market speculation can affect commodity and other prices.

*Implementation:* Commodities—grains, minerals, oil, fruits, natural gas, wood. Effects—unrest in oil-producing nations raises the price of oil which raises the cost of energy of producing many goods and services.

**Standard - 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 Benchmark: 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.

*Implementation:* 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).

9.2.4.8.3 Benchmark: 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.

*Implementation:* 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.

**Sub-strand #5 Macroeconomic Concepts**

**Standard - 9.** Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

9.2.5.9.1 Benchmark: Measure economic growth in terms of percentage changes in real Gross Domestic Product over time; analyze past and recent data to identify factors that promote or impair long-run economic growth and its sustainability.

*Implementation:* Factors—productivity, amount of resources, level of saving, investments, technological advances, research and development, education and training, natural resource availability.

9.2.5.9.2 Benchmark: Measure inflation in terms of a percentage change in a price index; analyze past and recent data to explain how the money supply is related to long-run inflation with the equation of exchange.

*Implementation:* Price indexes—consumer price index, producer price index, gross domestic product deflator. Equation of exchange—\(MV= PQ\), given \(V\) (the velocity of money) constant and \(Q\) (output) at full employment, a percentage change in \(M\) (the money supply) will result in the same percentage change in \(P\) (the price level).

9.2.5.9.3 Benchmark: Measure full employment in terms of the unemployment rate and various types of unemployment; analyze past and recent data to describe factors that impact the long-run growth of jobs in an economy.

*Implementation:* Types of unemployment—frictional, structural, cyclical, seasonal; Factors—demographics, immigration, growth of output.
Standard - 10. The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.

9.2.5.10.1 Benchmark: Describe factors that can lead to changes in short-run total spending (by households, businesses, governments and foreigners) and changes in short-run output.
Implementation: Total spending factors—household wealth, foreign incomes, interest rates, factory utilization rate, expectations. Output factors—resource prices, resource productivity, government regulations.

9.2.5.10.2 Benchmark: Use a short-run aggregate demand and aggregate supply model to describe changes in output, employment and the price level.
Implementation: A decrease in aggregate demand (due to a loss of household wealth) leads to a decrease in the price level, real gross domestic product (GDP), employment.

Standard - 11. The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

9.2.5.11.1 Benchmark: Explain how various government fiscal policies are likely to impact overall output, employment and the price level.
Implementation: Fiscal policies—changes in spending levels or composition, tax rates, tax base, tax structure, budget decisions, debt, regulations; increases in government spending tend to increase output, employment, and the price level; crowding-out effect.

9.2.5.11.2 Benchmark: Describe how various monetary policies of the Federal Reserve are implemented; explain how they are likely to impact overall output, employment, and the price level.
Implementation: Monetary policies—changes in the rate of growth of the money supply, interest rates, the availability of credit, financial regulations; decreases in interest rates tends to increase output, employment, and the price level.

9.2.5.11.3 Benchmark: Explain fiscal and monetary policies from various perspectives; provide arguments from one’s own perspective, supported by analysis, for a policy change that should be adopted.
Implementation: Various perspectives—How do liberals and conservatives view the economic desirability of increasing tax rates on the wealthy?

9.2.5.11.4 Benchmark: Evaluate the impact of at least two United States Supreme Court decisions on the United States economy.
Implementation: Cases that define corporations as persons, child labor laws, commerce clause cases, anti-trust cases.

Standard - 12. International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.

9.2.5.12.1 Benchmark: Apply the principles of absolute and comparative advantage to explain the increase in world production due to specialization and trade; identify the groups that benefit and lose with free-trade treaties, trading blocs and trade barriers.
Implementation: Dropping United States restrictions on the importation of sugar would benefit sugar consumers through lower prices, but hurt sugar beet farmers; however, the net economic benefit for the United States would be positive. Role of the World Trade Organization.
9.2.5.12.2 Benchmark: Explain how the demand and supply of currencies determines exchange rates and, in turn, affects trade.

Implementation: A rise in the demand for United States exports and assets leads to rise in the demand for United States dollars and an appreciation in the value of the United States dollar relative to other currencies.

**AP Requirements:** These are the Standards which are required for Advanced Placement Microeconomics.

These standards are in addition to or supersede requirements established by the State of Minnesota

AP Standard 1: Basic Microeconomic Concepts

**Benchmark:** Focus on marginal thinking. Stressing allocative efficiency as the equality of marginal social cost and marginal social benefit clearly shows how society is receiving the allocation of resources in such a way that it obtains the goods and services it wants.

**Implementation:** Early emphasis on marginal thinking will prepare students to apply the thinking to consumption (marginal utility), production (marginal product), profit maximization (marginal cost equals marginal revenue \([MC = MR]\)), resource use determination (marginal resource cost equals marginal revenue product), and externalities (marginal social cost equals marginal social benefit).

AP Standard 2: The Nature and Functions of Product Markets

**Benchmark:** Demand-and-supply analysis forms the foundation for understanding how competitive markets work.

**Implementation:** Teaching about movement of curves as compared to movement along the same curve can be followed by strong practice with how market equilibrium is established and maintained. Price floors and ceilings provide cases to study the impact of government interventions on the free-market outcome.

AP Standard 3: The concept of elasticity will be used to analyze market responses to changes in economic variables and in understanding the behavior of firms in different market structures

**Benchmark:** Elasticity will be used to analyze market responses to changes in economic variables and in understanding the behavior of firms in different market structures.

**Implementation:** The development of the perfectly competitive firm while stressing the marginal cost-marginal revenue approach to profit maximization must be handled in a consistent and uniform manner. In studying oligopoly, learning the mechanics of game theory helps students to demonstrate the concept of strategic behavior and interdependence of firms in this market environment.
AP Standard 4: Factor Markets

**Benchmark:** Instruction on factor markets

**Implementation:** The development of the relationships that was stressed in the second unit is re-worked from the other side of the circular flow, which were presented in the first unit. Marginal thinking can also be reinforced here with the concepts of marginal revenue product (MRP) and marginal resource cost (MRC), which are equated to determine the profit maximizing combinations of resource uses.

AP Standard 5: Market Failure and the Role of Government

**Benchmark:** This last unit serves to extend the marginal-thinking concepts that have been addressed throughout the microeconomics course.

**Implementation:** Market failure means that competitive markets do not allocate resources efficiently. Economic efficiency is a central focus. Studying instances of market failure helps to show students how economic policies are designed to improve the efficiency of markets. Two of the most commonly used government policies to correct for market failures are taxes and subsidies, and it is important for students to understand how each policy attempts to solve the problem.
In order to receive college level credits, the learner will need to know and understand the following elements of subject matter associated with the course’s curriculum (This course also meets the requirements set forth by the College Board for student preparation to take the Advance Placement Test):

**Standard 1.** Demonstrate understanding of the principles upon which the U.S. government is based, both in theory and in practice.

1.1 Benchmark. Demonstrate the provisions of the U.S. Constitution, which delegate to the federal government the powers necessary to fulfill the purposes for which it was established.

1.2 Benchmark. Distinguish between the powers granted to the government and those retained by the people.

1.3 Benchmark. Explain how a constitutional democracy provides majority rule with equal protection for the rights of the minority through limited government and the rule of law.

1.4 Benchmark. Explain how key principles of the United States government were modeled after other political philosophies.

1.5 Benchmark. Describe revolutionary government structure and operations at national and state levels, and evaluate the major achievements and problems of the Confederation period.

1.6 Benchmark. Analyze principles in the Declaration of Independence, including self-evident truths and inalienable rights, and its impact on the development of the United States government.

1.7 Benchmark. Describe and analyze the debates over the Articles of Confederation and the process and content of the Constitutional Convention, which led to the creation of the U.S. Constitution.

1.8 Benchmark. Analyze the debate over ratification of the Constitution.

1.9 Benchmark. Describe the concepts of separation of powers and checks and balances and analyze how they limit the powers of state and federal governments.

1.10 Benchmark. Define federalism and describe how power is distributed between the federal government and state governments, or retained by the people of the United States.

1.11 Benchmark. Explain the process of amending the constitution.

Implementation: Chapters in text on Foundations of American Government and Federalism, analysis of historical documents of British rights that provide basis for constitution, graphic organizer on various powers and responsibilities of state and federal governments, analyze the series of compromises made to create the constitution, Compare and contrast Federalist #10 w/ De Tocqueville Democracy in America.
Standard 2. Understand the rights and responsibilities of citizenship and the methods of civic engagement.

2.1 Benchmark. Define citizenship and describe the processes by which individuals become United States citizens.

2.2 Benchmark. Demonstrate the ability to use the print and electronic media to do research and analyze data.

2.3 Benchmark. Compare, contrast, and evaluate various forms of political persuasion for validity, accuracy, ideology, emotional appeals, and prejudice.

2.4 Benchmark. Know and analyze the points of access and influence people can use to affect elections and public policy decisions.

2.5 Benchmark. Understand the importance of informed decision making and the roles of public-speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, and mediation, defending a public policy position in a civil conversation.

Implementation: Chapters in text on citizenship, political beliefs and behaviors; take the citizenship test; online ideology quizzes.

Standard 3. Demonstrate knowledge of the impact of political parties, interest groups, and mass media on the electoral process.

3.1 Benchmark. Describe the procedures involved in the Minnesota and national voting, and election process, including the Minnesota caucus system.

3.2 Benchmark. Examine the history, role and impact of American political parties and on elections and public policy.

3.3 Benchmark. Examine the role of interest groups, lobbyists, PACs, the media, campaign finance, and public opinion on the political process and public policy formation.

Implementation: Chapters in text on Political Parties, elections, Media, and Interest groups; Mock Election; election analysis during election years; compare and contrast medial samples.

Standard 4. Understand how the legislative, executive, and judicial branches select members, operate, and carry out their powers.

4.1 Benchmark. Explain the powers and operations of the legislative branch as defined in Article I of the Constitution and describe and evaluate the procedures involved in passing laws.

4.2 Benchmark. Explain the powers and operations of the executive branch as defined in Article II of the Constitution and describe the roles and responsibilities of the president.

4.3 Benchmark. Explain the powers and operations of the judicial branch as defined in Article III of the Constitution and describe and evaluate the process used by the Supreme Court in choosing to hear, analyze, and decide a case.

4.4 Benchmark. Apply knowledge of the roles and responsibilities of the branches of the federal government to analyze historic and current public policy issues.
4.5 Benchmark. Explain the powers and operations of the administration and the bureaucracy.

4.6 Benchmark. Analyze conflict and resolution between branches including checks and balances and oversight.

**Implementation:** Chapters in text on Congress, President, and the Supreme Court, mock senate, documentary videos, role-playing activities

**Standard 5.** Understand how public policy is made, enforced, and interpreted by the legislative, executive, and judicial branches.

5.1 Benchmark. Analyze development of policies over time in areas including: foreign, environmental, social, and fiscal policy.

5.2 Benchmark. Evaluate how various interest groups and branches of government form policy and are affected by policy.

5.3 Benchmark. Be aware of major policy initiatives in the various areas covered.

**Implementation:** Group projects presenting policy making process in various areas such as foreign policy, environmental policy, fiscal policy, social policy.

**Standard 6.** Understand the scope and limits of civil rights and liberties, the relationship among them, and how they are secured.

6.1 Benchmark. Analyze the meaning and importance of rights in the U.S. Constitution and the Bill of Rights, and subsequent amendments.

6.2 Benchmark. Describe the expansion of protection of individual rights through legislative action and court interpretation.

6.3 Benchmark. Understand equal protection and due process and analyze landmark Supreme Court Cases’ use of the 14th Amendment to apply the Bill of Rights to the states.

**Implementation:** Chapters in text on Bill of Rights, Analysis of landmark Supreme Court Cases, debating current issues related to Bill of Rights

**Standard 7.** Develop and display analytical and critical thinking skills.

7.1 Benchmark. Analyze opposing sides of various political controversial issues.

7.2 Benchmark. Use knowledge of governmental operations to explain and comprehend contemporary political issues.

**Implementation:** Research Paper, article analysis form Taking Sides on Controversial Political Issues, practice free essay responses.
Reading Standards:

11.12.1.1 Cite specific textual visual or physical evident to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11.12.2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11.12.3.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.

11.12.5.5 Analyze in detail how a complex primary or secondary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

11.12.6.6 Evaluate authors’ differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

11.12.8.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11.12.10.10 By the end of grade 12, read and comprehend history / social studies texts in the grades 11-12 text complexity band independently and proficiently.

Writing Standards

11.14.1.1 Write arguments focused on discipline-specific content.

11.14.2.2 Write informative /explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments or description of technical processes.

11.14.3.3 (not applicable as a separate requirement) {per state standards}

11.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task purpose and audience.

11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.

11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

11.14.10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposed, and audiences.