DRAFT 2: Functional Independence
World History & Geography Extended High School Content Expectations
GRADE 11

This document includes the social studies High School Content Expectations (HSCEs) taken from the Michigan Department of Education's document, entitled *Social Studies High School Content Expectations (V.10/07).* It also shows how Michigan educators extended the HSCEs for the student population taking the MI-Access Functional Independence (FI) social studies assessments.

HOW TO USE THE THIS DOCUMENT				
High School Content Expectation	**Gen. Ed.**	**FI**	**Key Concepts**	**Extended HSCE**
*This column shows the original HSCEs. Each HSCE has a code, such as **4.1.2**. Using this code as an example,* • ***4*** *= the standard category,* • ***1*** *= the standard, and* • ***2*** *= the expectation.*	*This column indicates the level at which the HSCE is assessed for the general education population, as indicated in the **Social Studies Alignment Project Clarification Document**. It will either have a "**C**" for "classroom and district level," or an "**S**" for "classroom, district, **and** state level."* *Only the HSCEs assessed at the state level were extended for the FI population.*	*This column indicates the level at which the extended HSCE (EHSCE) is assessed for the FI population.* *If this column has an "S," it means the EHSCE is state assessable. If it has an "NA," it either means (1) the original HSCE was classroom/district assessable and, therefore, was not extended for the FI population, or (2) the educators involved in the extension process determined it was not appropriate to assess the FI population on the HSCE at the state level, even after extension.* *In these instances, "NA" will also appear in the "Key Concepts" and "Extended HSCE" columns.*	*This column includes the key concepts measured by the EHSCE. To prepare this information, Michigan educators first reviewed the "Sample Responses to the Focus Questions" in the **Social Studies Alignment Project Clarification Document** and used that information to craft similar statements related specifically to the HSCE as extended.*	*This column contains the EHSCE as defined by Michigan educators. It reflects their best judgment regarding how the original, state-assessable HSCE should be reduced in depth, breadth, and complexity for the FI population.* *Each EHSCE in this column has a unique code, such as **W.FI.11.EH4.1.2**. Using this code as an example,* • ***W*** *= the discipline or course/credit title (in this case World History and Geography),* • ***FI*** *= the MI-Access population being assessed,* • ***11*** *= the grade assessed,* • ***EH*** *= extended HSCE,* • ***4*** *= the standard category,* • ***1*** *= the standard, and* • ***2*** *= the expectation.* *The coding was designed to reflect both the original social studies HSCE coding and coding for the existing MI-Access EHSCEs or EBs for English language arts, mathematics, and science*

Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
4.1 Cross-temporal or Global Expectations **Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.**				
4.1.1 Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4, 4.3.5)	C	NA	NA	NA
4.1.2 World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including • Islam and Christianity (Roman Catholic and Orthodox) - increased trade and the Crusades • Islam and Hinduism in South Asia (See 5.3.3) • continuing tensions between Catholic and Orthodox Christianity *(National Geographic Standard 10, p.203)*	S	S	Different religions—such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and so forth—are practiced throughout the world. It is important to understand when and where these world religions started and where they are practiced today. For example, Islam is a major world religion that originated in the Middle East and spread throughout the world. It is practiced in many places today, including the United States and Michigan.	**W.FI.11.EH4.1.2** Demonstrate an understanding that different religions started in specific places, spread, and now are practiced throughout the world. Basic maps, tables, charts, or other documents may be used.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
4.1.3 Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia, and Europe • water-based routes across the Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas *(National Geography Standard 11, p.206*)	S	S	Societies trade for a number of reasons: • to gain access to needed goods/products; • to gain access to new and different goods, services, and ideas; and • for financial gain. Trade played a key role in the development of the world, because as it increased and expanded, societies learned more about each other and adopted or rebelled against each other's ideas and ways of living.	**W.FI.11.EH4.1.3** Identify one or more reasons why societies trade.
4.2 Interregional or Comparative Expectations **Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.**				
4.2.1 Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] **–** Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including • the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam - Sunni, Shi'a/Shi'ite, Sufi • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity *(National Geography Standard 10, p.203)*	S	S	See W.FI.11.EH4.1.2.	See W.FI.11.EH4.1.2.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
4.2.2 Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (*National Geography Standard 11, p. 206*)	S	NA	NA	NA
4.2.3 The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) *(National Geography Standard 15, p.215)*	S	S	When people began living in larger settlements and cities, they were in much closer proximity to one another, which made it easier for disease to spread. In addition, public health and sanitation were poor, which exacerbated the problem. Increased trade meant that diseases spread not only within cities, but also across entire countries and continents, usually via trade routes. The Plague, or Black Death, was one of the most serious epidemics of all time. It affected people from all social and economic strata. The effects included a dramatic decrease in population and disruption of economic activities, such as farming and trade.	**W.FI.11.EH4.2.3** Demonstrate an understanding of the effects that diseases and epidemics (such as the Plague) have on society. Basic maps, tables, charts, or other data may be used.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
4.3 Regional Expectations **Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.**				
4.3.1 Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by • comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures *(National Geography Standard 12, p.208)* • using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language *(National Geography Standard 9, p.201)* • analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade *(National Geography Standard 9, p. 201)* • analyzing the development of an organized slave trade within and beyond Africa *(National Geography Standard 4, p.190)* • analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity *(National Geography Standard 10, p.203)*	S	S	Africa was, and is, a diverse continent and people. The diversity apparent in the environmental, cultural, economic, and political characteristics of the continent today is reflective of that same diversity in the past. Following are some examples of African diversity. • Geographically, Africa has tropical forests, grasslands, and deserts. • Christianity, Islam, and other religions are practiced. • Its early economy was based around agriculture, metallurgy, and trade in gold, ivory, and salt. • Africa has a variety of political systems, including empires, kingdoms, ethnic groups, and tribes.	**W.FI.11.EH4.3.1** Locate Africa on a basic, historically accurate map and/or identify one or more of its characteristics.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
4.3.2 The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. *(National Geography Standard 10, p.203)*	C	NA	NA	NA
4.3.3 China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. *(National Geography Standard 4, p. 190)*	S	S	A dynasty is a sequence of rulers that are considered to be members of the same family. China is one example of a country that was ruled by dynasties. These dynasties had to deal with the many challenges caused by environmental, cultural, and ethnic diversity. Following are some examples of China's diversity. • Geographically, it has mountains, deserts, grasslands, forests, and tropical forests. • Culturally, loyalty to the village or place of birth was important. • China was divided by geography. It had large urban centers concentrated in the more fertile river valleys and coastal plains of the east, and rural areas located in remote places with difficult terrain. • Technological innovations made China an important and attractive trade partner for West Asians and Europeans. Increased trade had many advantages and disadvantages.	**W.FI.11.EH4.3.3** Locate China on a basic, historically accurate map and/or identify one or more of its characteristics.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
4.3.4 The Eastern European System and the Byzantine Empire –Analyze restructuring of the Eastern European system including • the rise and decline of the Byzantine Empire • the region's unique spatial location • the region's political, economic, and religious transformations • emerging tensions between East and West *(National Geography Standard 3, p.188)*	C	NA	NA	NA
4.3.5 Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including • the role and political impact of the Roman Catholic Church in European medieval society how agricultural innovation and increasing trade led to the growth of towns and cities *(National Geography Standard 14, p. 212)* • the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3) • the cultural and social impact of the Renaissance on Western and Northern Europe	C	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
5.1 Cross-temporal or Global Expectations **Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.**				
5.1.1 Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) *(National Geography Standard 11d, p. 207)*	C	NA	NA	NA
5.1.2 World Religions – Use historical and modern maps to analyze major territorial transformations and movement of world religions, including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) *(National Geography Standard 9d, p.202)*	S	S	World religions spread, in large part, due to improvements in transportation (particularly oceanic travel), increased trade, religious intolerance/tolerance, and improvements in communications. For example, when Europeans crossed the ocean during the 15th and 16th centuries, they brought Christianity to North America. Over time, the Christian-European settlers became the dominant culture in North America, overtaking the diverse cultures of indigenous populations. Islam spread from the Arabian peninsula to Northern Africa and Southeast Asia as a result of increased trade. And, when Muslims and Jews were expelled from Spain due to religious intolerance, they migrated to other parts of the world, bringing their religious ideals and practices with them.	**W.FI.11.EH5.1.2** Demonstrate an understanding of the reasons why world religions spread (e.g., increased oceanic travel, religious intolerance, and increased trade). Basic maps, charts, graphs, and other documents may be used.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
5.2 Interregional or Comparative Expectations **Analyze the impact of oceanic travel on interregional interactions.**				
5.2.1 European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest, and of the Columbian Exchange in the late 15th and 16th centuries by • describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and 16th centuries • explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) *(National Geography Standard 14d, p. 212)*	S	S	European exploration, which increased significantly due to oceanic travel in the late 15th and 16th centuries, had many benefits and drawbacks. Some of the benefits included an increase in the exchange of people, ideas, and products. For example, people living in Africa, Asia, and the Americas now had access to such European commodities as spices, tea, precious gems, and metals. Some of the consequences, or drawbacks, included the introduction of animals, invasive plants, and diseases (such as the wild pig, dandelions, small pox, and cholera). As Europeans learned more about other countries, there was an increase in migration to and trade with those countries. Those countries, in turn, were exposed to more European ideas, many of which persist today.	**W.FI.11.EH5.2.1** Demonstrate an understanding of the benefits and/or consequences of interaction among societies from different regions of the world.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
5.2.2 Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by • using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage • comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)	S	S	One of the largest movements of people to the Western Hemisphere involved the forced migration of enslaved Africans. Slaves were more financially attractive to producers of rice, cotton, indigo, and sugar cane because there was no time limit on their service (like indentured servants) and slaves weren't paid for their work (like wage laborers). The forced migration of enslaved Africans brought new cultural characteristics to the Western Hemisphere in the form of new vocabulary, religious practices, crop and food practices, music, and folklore. It also brought new diseases.	**W.FI.11.EH5.2.2** Demonstrate an understanding of the differences between slavery and other forms of labor (e.g., indentured servants and wage labor), and/or identify the contributions that enslaved Africans made to the Americas. Basic maps, charts, graphs, and other documents may be used.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
5.3 Regional Content Expectations **Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.**				
5.3.1 Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by • using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction *(National Geography Standard 13, p. 210)* • analyzing the impact of the Ottoman rule	S	NA	NA	NA
5.3.2 East Asia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by • analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3.) *(National Geographic Standard 5, p. 192)* • analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (*National Geography Standard 4, p. 190)*	S	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
5.3.3 South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia, including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (*National Geographic Standard 4, p. 190)*	S	NA	NA	NA
5.3.4 Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including • Russian imperial expansion and top-down westernization/modernization *(National Geography Standard 13, p. 210)* • the impact of its unique location relative to Europe and Asia *(National Geography Standard 3, p. 188)* • the political and cultural influence (e.g. written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity *(National Geography standard 10, p. 203)*	S	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
5.3.5 Europe through the 18th Century – Analyze the major political, religious, cultural, and economic transformations in Europe by • explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) *(National Geography Standard 13, p. 210*) • analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism • analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society • analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)	C	NA	NA	NA
5.3.6 Latin America through the 18th Century – Analyze colonial transformations in Latin America, including • the near-elimination of American Indian civilizations and peoples • social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; • resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1; 5.2.2) *(National Geography Standard 12, p. 208).*	C	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.1 Global or Cross-temporal Expectations **Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.**				
6.1.1 Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1) (*National Geography Standard 13, p.210).*	S	S	A revolution is generally defined as a fundamental shift or change in power or organizational structure. Among other things, a revolution can be • political (where the government is replaced or changed in some significant way, such as in the American or French Revolutions); • economic (where the basis of an economy shifts, such as in the Industrial Revolution); • social (where there is a significant change in society, such as the Civil Rights Movement); or • some combination of the above. Regardless of the impetus for a revolution, it usually results in dramatic political, economic, and/or social change.	**W.FI.11.EH6.1.1** Demonstrate an understanding of revolution and/or recognize that revolutions lead to political, economic, and social change.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.1.2 World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (*National Geographic Standard 9, p. 201*).	S	S	Population increases and decreases for a number of reasons. For example, population tends to increase when people have access to healthier foods, better health care (medicine), better sanitation, technological innovations, and employment. Similarly, migration, or where people choose to live, shifts for a number of reasons. People often move away from their homes during times of war and drought or when there is a shortage of jobs. On the other hand, people tend to move to places where there are more opportunities for employment, where there is greater access to resources, and where there is the promise of freedom. It is important to understand the factors that contribute to changes in population, the effects that migration has on societies, and the connections between the two. For example, it was the availability of labor in cities (which resulted from migration from rural areas to urban areas) that created a favorable environment for the Industrial Revolution (i.e., easy access to natural resources, labor, and capital in one place). Another example might be the invention of the microscope (a technological innovation), which increased interest in the study of diseases and their causes. That, in turn, enabled more children to survive childhood and increased life expectancy, both of which resulted in an increase in population.	**W.FI.11.EH6.1.2** Demonstrate an understanding of one or more of the causes and/or consequences of worldwide population changes and migration.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.1.3 Increasing Global Interconnections – Describe increasing interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including • constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (*National Geographic Standard 10, p. 203*) • the global spread of major innovations, technologies, and commodities via new global networks (*National Geographic Standard 11, p. 206*)	S	S	Interconnections among societies (e.g., the sharing of ideas, innovations, and commodities) bring about change. For example, the development of the railroad enabled people to move commodities to seaports where ocean-going ships distributed them to global markets, thus changing the economic structure of society and increasing the standard of living. The development of the telegraph communications network connected places globally and enabled the more immediate transfer of ideas, news, and information (such as economic information regarding the price of crops, the transfer of credit between financial institutions on different continents, and the broader sharing of ideas about such things as human rights, the role of government, and religion). People who moved from one country to another maintained relationships with their family and friends in the old location and shared information and ideas about their new lives, thus increasing the exchange and blending of old and new ideas.	**W.FI.11.EH6.1.3** Recognize how exchanging ideas can change societies (their governments, their standard of living, their opinions about human rights, their access to new ideas, etc.).

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.1.4 Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)	S	S	Societies based on industry and agriculture differ in several important ways. Industrial-based societies are characterized by large urban populations working mostly specialized jobs in factories to produce goods and services for others. Agricultural-based societies, on the other hand, are characterized by rural populations working mostly on farms to produce goods for themselves and for market.	**W.FI.11.EH6.1.4** Demonstrate a basic understanding of agricultural-based societies and/or industrial-based societies.
6.1.5 Interpreting Europe's Increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global nteractions). (See 6.3.1; 6.3.2; 5.3.2) (*National Geographic Standard 13, p. 210*)	S	S	Europe's rise to global power between 1500 and 1900 had several important effects on western civilization, including • increased interest in the arts and sciences; • the industrialization of Europe and the movement to urban centers; • greater questioning of authority; • increased population; • the spread of European languages, customs, and traditions; and • the growth of some empires and the decline of others.	**W.FI.11.EH6.1.5** Demonstrate an understanding of Europe's influence on western civilization from 1500 to 1900.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.2 Interregional or Comparative Expectations **Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.**				
6.2.1 Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions). (*National Geographic Standard 13, p. 210*)	S	S	See W.FI.11,EH6.1.1.	See W.FI.11.EH6.1.1.
6.2.2 Growth of Nationalism and Nation-States – Compare and contrast the rise of the nation-states in a western context (e.g., German, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (*National Geography Standard 13, p. 203*)	S	S	Nationalism refers to a person's pride in and loyalty to their nation (also called patriotism) and a country's desire for national advancement or independence. Symbols (such as the liberty bell), emblems (such as the bald eagle), and flags are concrete expressions of national pride.	**W.FI.11.EH6.2.2** Demonstrate an understanding of nationalism and/or identify examples of American pride/patriotism.
6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by • comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France • describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements *(National Geography Standard 11, p. 206)* • describing the environmental impacts of industrialization and urbanization (*National Geographic Standard 14, p. 212*)	S	S	Industrialization refers generally to the shift from an agricultural-based society or economy to one based on the manufacturing of goods and services. Industrialization has many characteristics and consequences, including • urbanization (the shift of population from rural areas to urban centers primarily for employment) • expansion of wealth, • growth of the middle class, • environmental impacts (such as diminished water and air quality and conflicts over land use), and • new technology.	**W.FI.11.EH6.2.3** Demonstrate an understanding of industrialization and/or identify some benefits and consequences of industrialization on society.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by • using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (*National Geography Standard 16, p. 216*) • global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia *(National Geography Standard 16, p. 216);* • describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (*National Geography Standard 13, p. 210*) • analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (*National Geography Standard 13, p. 210*) NOTE: Teachers might also include the expansion of the United States in studying Imperialism. (See for example, U.S. History and Geography expectation 6.2.1.)	S	S	Imperialism is generally defined as the policy or practice of one country gaining power over another by • acquiring territory through military action, • gaining control over a country's political or economic system, • extracting natural resources from the weaker country for the benefit of the stronger country, or • removing a nation's identity.	**W.FI.11.EH6.2.4** Demonstrate an understanding of imperialism.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.3 Regional Content Expectations **Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.**				
6.3.1 Europe – Analyze the economic, political, and social transformations in Europe by • analyzing and explaining the impact of economic development on European society *(National Geography Standard 11, p. 206)* • explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women • using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) *(National Geography Standard 13, p. 210)*	S	NA	NA	NA
6.3.2 East Asia – Analyze the political, economic, and social transformations in East Asia by • explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War *(National Geography Standard 13, p. 210)* • describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions.	S	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
6.3.3 Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia, and the Congo). *(National Geography Standard 16, p. 216)*	S	NA	NA	NA
7.1 Global or Cross-temporal Expectations **Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.**				
7.1.1 Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) *(National Geographic Standard 13, p. 210)*	S	S	In the first half of the 20th century, the role of state power expanded considerably. Governments became more involved in • managing economies (taxing, spending, and regulating); • developing and subsidizing transportation and communications systems; and • providing and regulating goods and services (such as electricity, social welfare, and pensions).	**W.FI.11.EH7.1.1** Identify a role or responsibility of government in the first half of the 20th century.
7.1.2 Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). *(National Geography Standard 13, p. 210)*	S	S	The victory of the Allied Powers and the United States in World War I led to changes in the global balance of political and economic power. For example, new countries were created and political boundaries were adjusted in Europe, and the United States experienced a rise in its own power and status. The Great Depression and World War II also resulted in shifts in the global balance of political and economic power between 1900 and 1945.	**W.FI.11.EH7.1.2** Demonstrate an understanding of one or more significant changes in global power between 1900 and 1945. Basic maps and other data sources may be used.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
7.1.3 Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)	S	S	Racism and ethnic hatred have often resulted in genocide. Root causes of genocide include, but are not limited to, fear of people who are different, ignorance, and differences in ideologies or beliefs. Some of the consequences of genocide are the loss of life and the loss of human potential.	**W.FI.11.EH7.1.3** Demonstrate an understanding of genocide and/or recognize that acts of genocide have been committed throughout the world (e.g., the Holocaust).
7.1.4 Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. *(National Geography Standard 11, p. 206)*	C	NA	NA	NA
7.1.5 Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) *(National Geography Standard 13, p. 210)*	C	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
7.2 Interregional or Comparative Expectations **Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.**				
7.2.1 World War I – Analyze the causes, characteristics, and long-term consequences of World War I by • analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism • analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5) • explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe *(National Geography Standard 13, p. 210)*	S	S	Causes of World War I: • Disagreements over borders and territory (imperialism). • The desire for independence from other nations and dissatisfaction with previous agreements, treaties, and alliances (nationalism). • The use of military might and materials to gain power over others (militarism). Consequences of World War I: • Political upheaval following the war left leadership vacuums. • The worldwide depression caused economic struggles and great suffering. • The map of Europe changed substantially, encouraging more imperialist policies. • The extreme human costs from the war and the pandemic of the Spanish Influenza nurtured a longing for peace, as well as isolationist policies. • Post-war decisions fueled disagreements about land, such as Palestine.	**W.FI.11.EH7.2.1** Demonstrate an understanding of one or more of the causes and/or long term consequences of World War I. *(See also U.FI.11.EH6.2.2, which assesses similar concepts from a U.S. perspective.)*

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
7.2.2 Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by • examining the causes and consequences of the economic depression on different regions, nations, and the globe • describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2) • comparing and contrasting the rise of nationalism in China, Turkey, and India *(National Geography Standard 10, p. 203)*	S	S	The Great Depression—which led to unemployment, poverty, and hunger throughout the world—was a major factor that influenced the global economy and politics in the period between World War I and II. The extreme hardships that people endured during this time caused them to turn to leaders, like Hitler, who promised more jobs and economic recovery and stability (often through building military and machinery for war). The Great Depression often caused countries to adopt economic policies that favored their own goods and services over those produced/provided by other countries, believing that such policies would help protect and build their own economies. These policies, however, fueled rising tensions among countries that commonly traded with one another. The Great Depression outside of the United States ended with the beginning of World War II. It ended here when the U.S. entered the war in 1941.	**W.FI.11.EH7.2.2** Recognize one or more ways in which the Great Depression impacted the global economy and politics between World War I and World War II.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
7.2.3 World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by • explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria & Sudetenland) • explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) *(National Geography Standard 10, p. 203*) • analyzing the major turning points and unique characteristics of the war (See 7.1.5) *(National Geography Standard 17, p. 219*) • explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) • analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) *(National Geography Standard 6, p.154)* • describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) *(National Geography Standard 6, p. 154*)	S	S	Causes of World War II: • Military aggression of Germany and Japan. • Dissatisfaction with the provisions of the Treaty of Versailles. • Nazi ideology and other strongly held, highly controversial beliefs. Long term consequences of World War II: • Reduced population overall (which was reduced through combat, extermination, and fatalities among civilians). • Population shifts (due to people fleeing warring countries in search of safety and freedom from persecution). • The launch of the atomic age (which started with the use of the first atomic bomb in Hiroshima, Japan in 1945). • Division of eastern and western Europe. • The emergence of the United States and the Soviet Union as global superpowers.	**W.FI.11.EH7.2.3** Demonstrate an understanding of one or more of the causes and/or long term consequences of World War II. *(See also U.FI.11.EH7.2.1 and U.FI.11.EH7.2.3, which assess similar concepts from a U.S. perspective.)*

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
7.2.4 Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1) *(National Geography Standard 13, p. 210)*	C	NA	NA	NA
7.3 Regional Content Expectations **Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.**				
7.3.1 Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. *(National Geographic Standard 6, p. 195)*	S	S	See W.FI.11.EH6.1.1.	See W.FI.11.EH6.1.1.
7.3.2 Europe and Rise of Fascism and Totalitarian States –Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)	S	S	Although there are different forms of dictatorships and monarchies, in general, at this time in history • dictatorships were governments ruled solely by one individual who was not restricted by laws, and • monarchies were governments ruled mostly by one person who was determined by heredity and had some restrictions on power (hereditary monarchies).	**W.FI.11.EH7.3.2** Identify one or more characteristics of dictatorships and/or monarchies.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
7.3.3 Asia – Analyze the political, economic, and social transformations that occurred in this era, including • Japanese imperialism • Chinese nationalism, the emergence of communism, and civil war (See 7.2.2) • Indian independence struggle (*National Geography Standard 13, p. 210*)	S	NA	NA	NA
7.3.4 The Americas – Analyze the political, economic and social transformations that occurred in this era, including • economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America • nationalization of foreign investments	S	NA	NA	NA
7.3.5 Middle East – Analyze the political, economic, and social transformations that occurred in this era, including • the decline of the Ottoman Empire • changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples • the role of the Mandate system • the discovery of petroleum resources	C	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
8.1 Global and Cross-temporal Expectations **Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.**				
8.1.1 Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3) *(National Geography Standard 13, p. 210)*	S	S	The Cold War involved the United States and the Soviet Union. It started for many reasons, including • long-standing suspicion and mistrust between the two countries even though they were allies in WWII; • differences in ideas of government, rights of individuals, and economics, particularly related to post-war treatment of Poland (and, to a lesser extent, Germany); and • the threat of military action (with both countries commanding powerful armies and advocating expansion). The Cold War got its name because it never escalated into direct conflict between the two countries. (Conversely, a hot war is one in which people fight face-to-face and die.) It was mostly an arms race, a race to prove what form of government was best, and a race to spread or oppose the spread of communism to other parts of the world.	**W.FI.11.EH8.1.1** Demonstrate an understanding of the Cold War (i.e., who was involved and why it started). *(See also U.FI.11.EH8.1.1, which assesses similar concepts from a U.S. perspective.)*

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
8.1.2 Cold War Conflicts – Describe the major arenas of conflict, including • the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam • ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin • the arms and space race *(National Geography Standard 13, p. 210)*	S	S	During the Cold War, the super powers were supported by a complex structure of alliances and geographic power bases. The major adversaries were the United States, the Soviet Union, and their allies. Both the U.S and the Soviets assisted their own allies in three ways: • militarily – supplying weapons and training; • politically – promoting democratic or socialist/communist forms of government; and • economically – through trade networks and foreign aid. During this period, the United States and the Soviet Union • attempted to expand power and influence in Korea and Vietnam; • competed against each other ideologically and militarily in Africa, Central and South America, Asia, and Europe; and • competed against each other in the arms and space race.	**W.FI.11.EH8.1.2** Demonstrate an understanding that the United States and the Soviet Union were Cold War super-powers and/or identify one or more ways in which each country attempted to expand its power and influence throughout the world.

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
8.1.3 End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (*National Geography Standard 13, p. 210*)	C	NA	NA	NA
8.1.4 Mapping the 20th Century – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) *(National Geography Standard 13, p. 210)*	S	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
8.2 Interregional or Comparative Expectations **Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.**				
8.2.1 The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (*National Geography Standards 11 and 16, pp. 206 and 216)*	S	NA	NA	NA
8.2.2 Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. *(National Geography Standards 13 and 17, pp. 210 and 219)*	C	NA	NA	NA

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Grade 11 World History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
8.2.3 Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. *(National Geography Standards 13 and 17, pp. 210 and 219)*	S	S	"The Middle East" is a term commonly used to identify the Eastern Mediterranean region. The region was considered mid-way for Western European trade with the East. As elsewhere in the world, the conflict over ethnic recognition, autonomy, and clearly identifiable geographic space, or land, is a factor in the unrest in this part of the world. The fundamental dispute in the Middle East is over the existence of Israel. One common source of conflict is that both Palestinians and Israelis claim ownership of the land, and land is an essential resource for an ethnic or national group. Other sources of conflict include • the availability of, access to, and control over water; • religious differences; • the unequal distribution of wealth from oil; and • differing styles of government.	**W.FI.11.EH8.2.3** Identify the Middle East region on a map and/or recognize that sometimes societies within a region experience conflict due to cultural differences and land disputes.

C (when it appears in the General Education column) = Assessed at classroom and district level.
S (when it appears in the General Education and/or FI columns) = Assessed at classroom, district, ***and*** state level.
NA = Not assessed at the state level (either because the general education population is assessed on this HSCE only at the classroom and district level or because the educators involved in the extension process determined it was not appropriate to assess the FI population on this HSCE at the state level, even after extension).

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