Functional Independence
United States 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 GLCE**
*This column shows the original HSCEs. Each HSCE has a unique code, such as **U6.1.2**. Using this code as an example,* • ***U** = the standard category or discipline (in this case U.S. History and Geography),* • ***6** = the strand,* • ***1** = the standard, and* • ***2** = the expectation.* ***NOTE:** HSCEs provide a set of clear and rigorous expectations for all students, and provide teachers with clearly defined statements of what students should know and be able to do in certain content areas as they progress through school.*	*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 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 **U.6.FI.11.EH1.2**. Using this code as an example,* • ***U** = the standard category or discipline (in this case U.S. History and Geography),* • ***6** = the strand,* • ***FI** = the MI-Access population being assessed,* • ***11** = the grade assessed,* • ***EH** = extended HSCE,* • ***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 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
USHG ERA 6—THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 – 1930)				
U6.1 Growth of an Industrial and Urban America **Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.**				
U6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including: • gains from trade (*National Geography Standard 11, p. 206)* • organizational "revolution" (e.g., development of corporations and labor organizations) • advantages of physical geography *(National Geography Standards 4, 7, and 15; pp. 190, 197, and 214)* • increase in labor through immigration and migration *(National Geography Standard 9, p. 201)* • economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller) • technological advances	S	S	After the Civil War, the United States became a major industrial power due to a combination of factors, including • an abundance of natural resources; • improved transportation and the proximity of large cities to waterways; • an increase in population due to immigration and migration (people moving from rural areas to large cities), which increased available labor; • an increase in the demand for goods, which resulted in more trade here and abroad; and • an increase in the production of goods due to technological innovations and new management techniques.	**U.6.FI.11.EH1.1** Demonstrate an understanding of one or more of the factors that contributed to the Industrial Revolution.

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U6.1.2 Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including: • development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers • southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) *(National Geography Standard 6, p. 195)*	S	S	At the beginning of the Industrial Revolution, many people worked long hours in poor working conditions for low wages. In response to these difficult circumstances, workers joined together to form labor unions to improve their work lives. Unions pushed for better hours, wages and working conditions; asked for more worker education and training; and promoted labor laws to protect workers through legal channels. Unions often used strikes (coordinated work stoppages) as a way to raise awareness about poor working conditions and accomplish union goals. People working in factories in big cities weren't the only ones who wanted to change working conditions. Many farmers joined political groups to promote reforms and organized economic cooperatives to protect themselves from banks and railroad monopolies.	**U.6.FI.11.EH1.2** Demonstrate an understanding of one or more ways in which labor responded to the changing demands of American business during the Industrial Revolution.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining: • the location and expansion of major urban centers *(National Geography Standard 12, p. 208)* • the growth of cities linked by industry and trade *(National Geography Standard 11, p. 206)* • the development of cities divided by race, ethnicity, and class *(National Geography Standard 10, p. 203)* • resulting tensions among and within groups *(National Geography Standard 13, p. 210)* • different perspectives about immigrant experiences in the urban setting *(National Geography Standards 9 and 12, pp. 201 and 208)*	S	S	Urbanization refers to the movement of people from rural areas to urban areas. Such movement took place in the United States after the Civil War, in large part, because improvements and mechanical changes in farming required fewer laborers, so people had to look elsewhere for jobs. The years between 1870 and 1930 saw significant growth in urban centers in the Unites States. Major manufacturing centers developed in places like Pittsburgh, Detroit, and Cleveland that were near coal and iron ore supplies. The industrial centers were tied together by a growing network of railroads and water routes, which were used to transport raw materials and finished goods. During this time, Detroit was transformed from a small commercial city to a major industrial center. European immigrants and rural migrants flocked to Detroit to work in the expanding automobile industry. Ethnic and racial groups settled in cultural enclaves within cities. The immigrant experience was largely determined by the geographic origin of the immigrant. For example, racial discrimination restricted African-Americans to segregated neighborhoods. Tensions among and within groups often flared as people competed for jobs, housing, and other opportunities.	**U.6.FI.11.EH1.3** Demonstrate an understanding of urbanization and one or more ways in which it impacted American society during the Industrial Revolution.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.1.4 Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. *(National Geography Standard 12, p. 208)*	S	S	Census data show that the population in America (its composition, distribution, and density) changed significantly from 1790 to 1940. In 1790, the population was comprised mostly of Europeans, American Indians, and people of African origin. In the early 1800s, it also included Asian immigrants, who were brought to America to work on railroads. European immigrants in the 1800s were mainly from Northern and Central Europe; however, by 1940, the immigrant population reflected an increase in the number of people from Southern and Eastern Europe, Mexico, and the Caribbean. The distribution of the population in 1790 was predominantly east of the Appalachian Mountains. By the mid-1800s, the population distribution shifted westward to the Mississippi River, and included Texas and California. After looking at data related to immigration, migration, and urbanization on the population during this timeframe, one might conclude that, "The density of the population in cities increased over time with increases in immigration, urbanization, industrialization, and the ending of slavery."	**U.6.FI.11.EH1.4** Recognize and/or interpret population changes that took place in the United States from the Industrial Revolution to World War II. Basic maps, charts, tables, and other resources may be used.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.1.5 A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining: • the impact of resource availability *(National Geography Standard 16, p. 216)* • entrepreneurial decision making by Henry Ford and others • domestic and international migrations *(National Geography Standard 9, p. 201)* • the development of an industrial work force • the impact on Michigan • the impact on American society	S	S	The growth of the automobile industry significantly affected Michigan and American society. Henry Ford's innovative assembly line concept of mass production increased worker productivity and drove the cost of production down. By 1927, Ford dominated the automobile market, selling about 15 million Model Ts at the lowest possible price. Because of the growth of the automobile industry, workers flocked to Detroit for jobs. Immigration and rural migration to Detroit transformed the city into the 4th largest city in the nation by 1930. The growth of Detroit and the region was supported by its proximity to the Great Lakes, which allowed for inexpensive shipping of resources needed for manufacturing. The growth of the automobile industry had many effects, including • significant job creation, • an increase in population and diversity in urban areas (such as Detroit), • an increased middle class (due to better wages), • the development of suburbs (because the large population needed somewhere to live and the availability of cars allowed them to locate farther away from work), and • a more mobile society, which increased demands for good roads and businesses to support cars (such as insurance, tire manufacturers, and repair shops).	**U.6.FI.11.EH1.5** Demonstrate an understanding of the importance of the automobile industry during the Industrial Revolution.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.2 Becoming a World Power **Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.**				
U6.2.1 Growth of U.S. Global Power – Locate on a map Cuba and the territories (Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (*National Geography Standards 1 and 3; p.184 and 188).* (Corrected text - Cuba not a territory)	S	S	Imperialism is generally defined as the policy or practice of one country gaining power over another through economic, political, or militaristic means. The United States emerged as an imperial power between 1890 and 1914. • In seeking overseas markets for its manufactured goods, additional raw materials, and strategic naval bases, the U.S. promoted the Open Door Policy in China and annexed Hawaii. • A revolution in Cuba led the U.S. into war with Spain in 1898. As a result, the U.S. gained influence over Cuba (a colonial empire that included Puerto Rico, the Philippines, and Guam). • In seeking to unify naval power and to facilitate trade, the U.S. built the Panama Canal. These are just some examples of the ways in which U.S. imperialism resulted in the country's ability to expand its powers beyond the borders of the continental United States.	**U.6.FI.11.EH2.1** Demonstrate an understanding of imperialism and/or identify one example of United States imperialism after the Civil War and before WWI.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.2.2 WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.	S	S	A combination of factors led to the outbreak of World War I, including • disagreements over borders and territory (imperialism); • the desire for independence from other nations (nationalism); • dissatisfaction with previous agreements, treaties, and alliances (nationalism); and • the use of military might and materials to gain power over others (militarism). President Woodrow Wilson declared the United States to be neutral (in large part because U.S. interests weren't directly threatened at the time); however, the U.S. eventually entered the war because it wanted to • make the world safe for democracy; • retaliate for attacks on U.S. ships; • protect business loans made and the sale of supplies to the Allies; and • maintain and strengthen U.S. cultural ties to Britain. The U.S. involvement in World War I increased the supply of war materials and soldiers available to the Allies, which helped turn the tide of the war in their favor.	**U.6.FI.11.EH2.2** Demonstrate an understanding of why World War I was fought and/or that the United States played an important role in it. *(See also W.7.FI.EH2.1, which assesses similar concepts from a world perspective.)*

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.2.3 Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.	S	S	World War I affected nearly every aspect of American society. • The demand for war materials led to expansion of the U.S. economy. • The lack of male workers meant more African Americans and women joined the workforce. • The government took its first steps toward molding public opinion and restricting dissent in order to encourage loyalty to the war effort. • Congress enacted laws (like the Sedition Act) that restricted civil liberties in an effort to promote unity.	**U.6.FI.11.EH2.3** Demonstrate an understanding of how the lives of United States citizens changed during World War I.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.2.4 Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. *(National Geography Standards 3 and 13; p. 188 and 210)*	S	S	World War I took several years to end. It started with the signing of armistices with some countries allied with the Central Powers (originally Germany, Austria-Hungary, and Italy) and was later formalized with the signing of the Treaty of Versailles in 1919 (although other agreements were made and signed as late as 1923). Among other things, the Treaty of Versailles involved the redistribution of territory in Europe and Southwest Asia and established the League of Nations. Not all parties, however, liked or agreed with the provisions of the Treaty, which caused continued tensions. In fact, the U.S. Senate did not ratify the Treaty of Versailles, which resulted in the U.S. not becoming a member of the League of Nations. Prior to the end of the war, President Woodrow Wilson issued a public explanation (referred to as his "Fourteen Points"), describing what he hoped to accomplish by helping to win the war. His plan called for national self-determination, a reduction in armaments and trade barriers, and the establishment of a League of Nations to promote peace.	**U.6.FI.11.EH2.4** Demonstrate an understanding of how World War I ended (e.g., the Treaty of Versailles, Wilson's Fourteen Points, and the League of Nations).

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U6.3 Progressivism and Reform **Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, Women's Suffrage.**				
U6.3.1 Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	C	NA	NA	NA

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U6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: • major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments • new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts) • the Supreme Court's role in supporting or slowing reform • role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) *(National Geography Standard 14, p. 212)* • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants *(National Geography Standards 9 and 10; pp. 201 and 203)*	S	NA	NA	NA

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U6.3.3 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.	S	S	See 8.FI.11.EH3.3	See 8.FI.11.EH3.3
USHG ERA 7—THE GREAT DEPRESSION AND WORLD WAR II (1920 – 1945)				
U7.1 Growing Crisis of Industrial Capitalism and Responses **Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.**				
U7.1.1 The Twenties – Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including: • cultural movements, such as the Harlem Renaissance and the "lost generation" • the struggle between "traditional" and "modern" America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) *(National Geography Standard 10, p. 203)*	S	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: • the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*) • the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214)* • Hoover's policies and their impact (e.g., Reconstruction Finance Corporation)	S	S	Causes of the Great Depression: • Stock market crash (due to irresponsible economic practices and abuse of credit) • Overproduction/under-consumption • Unsound credit practices • Dust Bowl (drought, erosion due to wind and dust storms, and farming practices used at the time) Consequences of the Great Depression: • Widespread unemployment • Poverty • Homelessness • Consumer fear • Migration	**U.7.FI.11.EH1.2** Identify one or more causes or consequences of the Great Depression.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U7.1.3 The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: • expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly *(National Geography Standard 14, p. 212)* • opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws • consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation, conservation practices, crop subsidies) *(National Geography Standard 16, p. 216)*	S	S	President Franklin Roosevelt's New Deal policies used government in an expansive way to address the problems of the economic crisis. The goals of the New Deal policies were to • restore the industrial and agricultural economy, • provide extensive work relief to the unemployed, • guarantee workers the right to bargain collectively, and • create a safety net for citizens by protecting them through the creation of agencies and programs, such as Social Security (for the elderly and disabled), and the Federal Deposit Insurance Corporation (FDIC) and the Securities Exchange Commission (SEC) (for consumers). While the New Deal did not end the Great Depression, it did provide some recovery and relief, and raised expectations about the role of government in regulating the economy and providing for the welfare of those in need.	**U.7.FI.11.EH1.3** Identify one or more goals of the New Deal and/or how its policies affected the lives of United States citizens.

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U7.2 World War II **Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.**				
U7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including: • the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) *(National Geography Standard 13, p. 210)* • the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan • United States neutrality • the bombing of Pearl Harbor (*National Geography Standard 13, p. 210*)	S	S	Major players in World War II: • The Allies (Great Britain, the United States, Russia, and France) • The Axis Powers (Germany, Italy, and Japan) Primary causes of World War II: • the economic depression; • political instability, which gave rise to fascism, nationalism, and totalitarian governments in Italy and Germany; and • dissatisfaction with and resentment of the harsh conditions imposed by the treaty that ended World War I. When Germany invaded Poland in September 1939, the U.S. declared neutrality, yet that position was shattered two years later when Japan attacked Pearl Harbor.	**U.7.FI.11.EH2.1** Demonstrate an understanding of one or more causes of World War II and/or the primary countries involved. *(See also W.7.FI.11.EH2.3, which assesses similar concepts from a world perspective.)*

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U7.2.2 U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance, and the development of atomic weapons).	S	S	After remaining neutral for two years, the United States finally joined World War II in 1941 after the Japanese bombed Pearl Harbor. It found itself fighting in two theaters—the European theater (through North Africa, Italy, and France) and the Pacific theater (in an attempt to stop Japan from dominating the Pacific region.) Although the war in the European theater ended in May 1945 when Nazi Germany surrendered, the war in the Pacific theater continued throughout that spring and summer. To bring the war to a close without a U.S. invasion of Japan, President Truman elected to use the atomic bomb on Hiroshima and Nagasaki.	**U.7.FI.11.EH2.2** Demonstrate an understanding of the United States' involvement in World War II (e.g., how the United States became involved, where it was fought, its unique role in the war's conclusion, etc.).
U7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including: • mobilization of economic, military, and social resources • role of women and minorities in the war effort • role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) • internment of Japanese-Americans *(National Geography Standard 10, p. 203)*	S	S	World War II brought about many changes in the United States. • Mobilizing the nation for the war brought an end to the Great Depression. • With so many men away fighting, women and African-Americans entered the workforce in significant numbers. • Government engaged civilians in the war by encouraging the purchase of war bonds, the planting of victory gardens, and the recycling of metals, rubber, and other scarce materials (shared sacrifice). • Racial fear led to the creation of internment camps for Japanese-Americans, most of whom lost their freedom and property simply because of their heritage.	**U.7.FI.11.EH2.3** Demonstrate an understanding of the impact that WWII had on the lives of United States citizens. *(See also W.7.FI.11.EH2.3, which assesses similar concepts from a world perspective.)*

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U7.2.4 Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). *(National Geography Standard 13, p. 210*)	S	S	The Nazi government implemented the "Final Solution" to eliminate Jews from German-occupied Europe. Jews, Romas (or Gypsies), the mentally ill, homosexuals, political and religious minorities, and other persecuted groups were forced into concentration camps where they worked as slave labor, living in brutal, inhumane conditions. Millions of others were sent to death camps where they were systematically killed. This planned approach to ridding German society of Jewish people is referred to as the Holocaust. President Roosevelt and the Allies had some knowledge of the Final Solution and chose to ignore it. Only after U.S. and Allied soldiers helped to liberate the concentration camps, did the full extent of the horror of the Holocaust become known. After the war, the Allies tried Nazi leaders as war criminals at the Nuremberg trials. In response to the Holocaust, the Allies helped to establish the modern-day Jewish State of Israel.	**U.7.FI.11.EH2.4** Demonstrate an understanding of the Holocaust and/or one or more ways in which the Allies responded to it during and after WWII.
USHG ERA 8—POST-WORLD WAR II UNITED STATES (1945 – 1989)				
U8.1 Cold War and the United States **Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.**				

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.1.1 Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: • differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. • diplomatic decisions made at the Yalta and Potsdam Conferences (1945) • actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North Atlantic Treaty Organization [NATO], and Warsaw Pact) *(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 expansionist ideologies). 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. The focus of U.S foreign policy during the Cold War was to contain communism. It did that, in part, • through involvement in the Korean Conflict, • by fighting in Vietnam, • by engaging in a costly nuclear arms race, and • entering into defense pacts and covert operations and interventions in countries, such as Iran.	**U.8.FI.11.EH1.1** Demonstrate an understanding of the Cold War (e.g., who was involved, why it started, and its impact on the United States). *(See also W.8.FI.11.EH1.1 and W.8.FI.11.EH1.2, both of which assess similar concepts from a world perspective.)*

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including: • the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community *(National Geography Standard 13, p. 210)* • the armed struggle with Communism, including the Korean conflict *(National Geography Standard 13, p. 210)* • direct conflicts within specific world regions including Germany and Cuba *(National Geography Standards 5 and 13; pp. 192 and 210)* • U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) *(National Geography Standard 13, p. 210)* • indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) *(National Geography Standards 5 and 13; pp. 192 and 210)* • the arms race *(National Geography Standards 13, p. 210)*	S	S	See U.8.FI.11.EH1.1.	See U.8.FI.11.EH1.1.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.1.3 End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.	C	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.2 Domestic Policies **Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.**				
U.2.1 Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." *(National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)*	S	S	Many significant population and demographic changes occurred after World War II. Three of those changes were the Baby Boom, the migration of people from the Midwest to the South and Southwest (the Sunbelt), and suburbanization. In 1950, there was an unusually large group of people under the age of 5, indicating the beginning of the Baby Boom. This group had a profound effect on the country for years, requiring more schools, creating a very large labor force, and in 2000, many of them were nearing retirement. Their age and retirement plans (including their drawing of Social Security) will have an important effect on population distribution and demographic structure for many decades to come. With regard to migration, from 1950 to 2000, the distribution of the population became more oriented toward the Sun Belt and the population density there became greater. Similarly, a comparison of the location and size of cities in the U.S. during the same period would show an increase in urban population and the greater development of suburbs around urban areas.	**U.8.FI.11.EH2.1** Demonstrate an understanding of population changes in the United States after WWII. Basic data, charts, maps, or other resources may be used.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by: • describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment *(National Geography Standards 9 and 14; pp. 201 and 212)* • evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) *(National Geography Standards 12 and 14; pp. 208 and 212)*	S	NA	NA	NA
U8.2.3 Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies. (*National Geography Standard 14, p. 212*)	C	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe* v *Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216)*	S	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.3 Civil Rights in the Post-WWII Era **Examine and analyze the Civil Rights Movement using key events, people, and organizations.**				
U8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: • the impact of WWII and the Cold War (e.g., racial and gender integration of the military) • Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965) • protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers) • resistance to Civil Rights *(National Geography Standard 6, p. 195)* *(National Geography Standard 10, p. 203)*	S	S	Although the U.S. Constitution says that "all men are created equal," many civil rights afforded to white men were not extended to African-Americans. The Civil Rights Movement refers to the struggle to obtain equal rights for all people, regardless of race. Some key events in the Civil Rights Movement include • racial integration of the military following WWII; • passage of legislation and Supreme Court decisions requiring the desegregation of schools (e.g., Brown vs. the Board of Education); • numerous social protest movements and demonstrations, as well as the establishment of civil rights organizations, which moved the cause of racial equality to the forefront of American consciousness; and • passage of the Civil Rights Act, which prevents discrimination based on race, color, religion, or national origin (1964), the Voting Rights Act (1965), which restored and protected voting rights, and the Fair Housing Act, which banned discrimination in the sale or rental of housing based on race or other such factors (1968).	**U.8.FI.11.EH3.1** Demonstrate an understanding of the Civil Rights Movement.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	C	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.3.3 Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (*National Geography Standard 10, p. 203)*	S	S	The struggle to gain the right for women to vote was long and hard, with many successes and failures. For years, women and their supporters held marches, launched protests, and demonstrated as a way of drawing attention to their issues and concerns. The contributions of women to the war effort during World War I finally engendered support for the women's suffrage movement in Congress, resulting in the ratification of the 19th amendment to the Constitution shortly after the war ended. Even though women secured the right to vote in 1920, they still lacked social and economic equality in American society. After World War II, the pressure for full equality for women intensified. Employment and educational opportunities began to expand for women in the 1960s, and the legalization of contraceptives and abortion rights gave women greater control over reproductive decisions. As a result of having greater control, career opportunities outside the home opened up. Although not all women shared the same opinions, women's groups, such as the National Organization for Women (NOW), were formed to promote equal rights, equal pay for equal work, and equal job opportunities. In 1972, the Equal Rights Amendment (ERA) was passed by Congress, but it was never ratified by the states, falling three votes short.	**U.8.FI.11.EH3.3** Demonstrate an understanding of the Women's Rights Movement.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)	S	S	Inspired by the successes of the civil rights and women's movements in the 1960s, other minorities demanded equality, as well. For example, the United Farm Workers, a union comprised primarily of Latino farm workers, demanded more pay and better working conditions and used non-violent actions and nationwide consumer boycotts (the first of which involved grapes) to achieve their goals. The American Indian Movement took a militant approach to obtaining treaty rights and better conditions and opportunities for American Indians. They used public protests to gain national attention. Other groups have also fought for their civil rights, like people with disabilities who fought for and won passage of the Americans with Disabilities Act, and gays and lesbians who fought and continue to fight for their constitutional rights.	**U.8.FI.11.EH3.4** Demonstrate an understanding that many groups have struggled or continue to struggle with equality.
U8.3.5 Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, and Newark). (*National Geography Standard 12, p. 208*)	C	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
USHG ERA 9—AMERICA IN A NEW GLOBAL AGE				
U9.1 The Impact of Globalization on the United States **Explain the impact of globalization on the United States' economy, politics, society and role in the world.**				
U9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206)*	S	S	The American automobile industry spurred the growth of many other new industries, such as auto glass, tires, gas stations, auto dealerships, auto repair, fast food, motels, the auto insurance industry, and tourism. It prompted housing construction, the building of roads and highways, and the move out of the central city to the suburbs. The United States increased its dependence on oil as the auto industry grew. Global competition in the automobile industry started to intensify in the 1970s and 1980s. During this time, many Asian countries became significant competitors, thereby decentralizing the auto industry.	**U.9.FI.11.EH1.1** Demonstrate an understanding of how the development of one industry can influence the development of others, using the automobile industry as an example.

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including: • growth of the conservative movement in national politics, including the role of Ronald Reagan • role of evangelical religion in national politics *(National Geography Standards 3 and 6; pp.188 and 195)* • intensification of partisanship • partisan conflict over the role of government in American life • role of regional differences in national politics *(National Geography Standard 6, p. 195)*	S	NA	NA	NA
U9.2 Changes in America's Role in the World **Examine the shifting role of United States on the world stage during the period from 1980 to the present.**				
U9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (N*ational Geography Standard 13, p. 210*)	S	NA	NA	NA

Grade 11 United States History and Geography Content Expectation	Gen. Ed.	FI	Key Concepts	Extended HSCE
U9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). *(National Geography Standard 13, p. 210)*	S	S	The terrorist attacks on targets within the United States on September 11, 2001, changed the way the U.S. looked at domestic security because it was the first time the U.S. was attacked on its own soil (other than Pearl Harbor in WWII). In response to the attacks, the U.S. created the Office of Homeland Security; passed the Patriot Act (which raised constitutional issues concerning rights of privacy); and declared war on terrorism (including the launch of operations in Afghanistan and Iraq). The purpose of invading Afghanistan was to capture the leader of al Qaeda and remove the Islamic fundamentalist regime that supported terrorism.	**U.9.FI.11.EH2.2** Demonstrate an understanding of the 9/11 terror attacks and how they impacted the United States.
U9.3 Policy Debates				
U9.3.1 Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles: • role of the United States in the world • national economic policy • welfare policy • energy policy • health care • education • civil rights *(National Geography Standard 17, p. 216)*	C	NA	NA	NA

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).