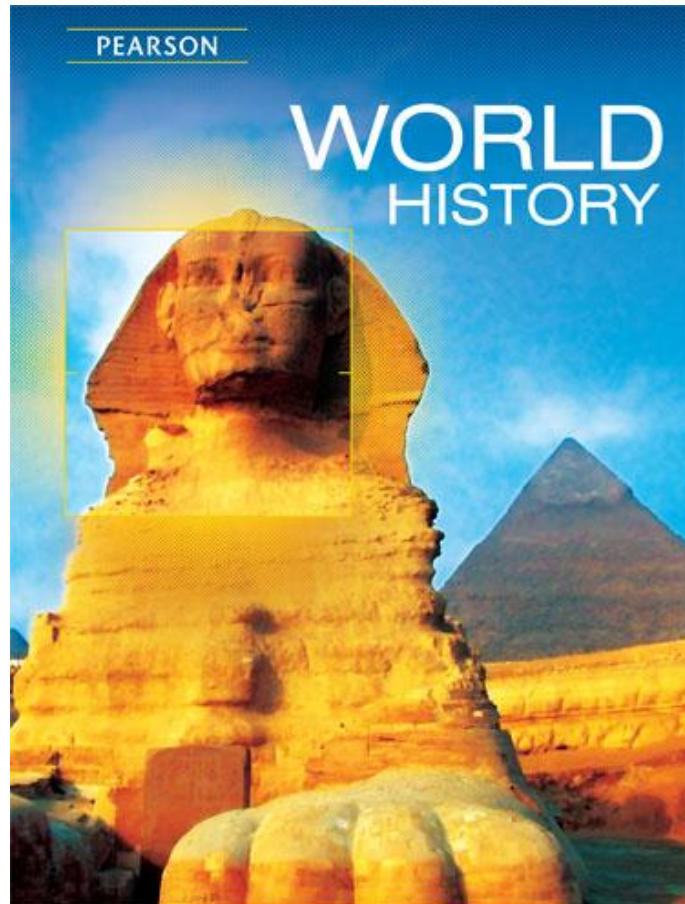


A Correlation of



Survey Edition, ©2016

To the

Michigan MAISA Units for Social Studies Grade 11

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Introduction

This document demonstrates how **Pearson World History, ©2016** meets the Michigan MAISA Units for Social Studies.

Pearson is excited to announce its NEW *World History* program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

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3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

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Unit 1: Foundations of World History Eras 1-3 - Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
FOUNDATIONS WHG 1-3: BEGINNING THE HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY COURSE/CREDIT	
These foundational expectations are included to set the stage for the study of World History and Geography in High School and to help bridge the transition from Middle School Social Studies.	
F1 World Historical and Geographical “Habits of Mind” and Central Concepts Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)	SE/TE: Analyze Timeline, 7, 20, 166, 740 Analyze Maps (examples), 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 241, 246, 247, 249 Identify Patterns, 110, 112, 396, 405, 410, 503, 897 <i>21st Century Skills:</i> Interpret Sources, 968; Analyze Data and Models, 969; Read Charts, Graphs, and Tables, 970–971; Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977
F2 Systems of Human Organizations Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212):	
• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements	SE/TE: The Neolithic Revolution, 10–13 Topic 1 Assessment (5. Identify Changes), 20; Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 1 Assessment (8. Describe Major Effects), 21; Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22

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<ul style="list-style-type: none"> • Two ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze 	<p>SE/TE: Civilizations Arise in the Fertile Crescent, 26–27; Sumerian Civilization Develops, 28–31; Egyptian Civilization, 46–55; Early Civilization in south Asia, 62–68; Ancient Civilizations in China, 81–88</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; (13. Interpret Maps to Explain Geography), 22; (14. Analyze the Influence of Geographic Factors), 23; Topic 2 Assessment (1. Identify and Describe Major Events), 56; (2. Analyze the Influences of Human and Physical Geographic Factors), 56; Topic 3 Assessment (2. Explain How Major River Valley Civilizations Influenced Development), 96</p>
<ul style="list-style-type: none"> • Classical China or India (Han China or Gupta empires) 	<p>SE/TE: Powerful Empires Emerge in India, 75–80; Strong Rulers Unite China, 89–95</p> <p>Topic 3 Assessment (11. Identify Causes and Effects of the Development of the Gupta Civilization), 97; (13. Summarize the Institutions), 98; (14. Describe Major Effects), 98</p>
<ul style="list-style-type: none"> • Classical Mediterranean (Greece and Rome) 	<p>SE/TE: Ancient Greece, 124–125, 126–130, 131–141, 142–147, 148–152; Ancient Rome, 156–157, 158–162, 163–172, 173–177</p> <p>Topic 5 Assessment, 153–154; Topic 6 Assessment, 185–186</p>
<p>F3 Growth and Development of World Religions Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including:</p>	
<ul style="list-style-type: none"> • spatial representations of that growth 	<p>SE/TE: Analyze Maps, 41, 44, 73, 97, 181, 193, 217, 227, 229, 253, 263, 267, 284</p> <p>Topic 1 Assessment (6. Locate Regions and Places), 21</p>

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<ul style="list-style-type: none"> interactions with culturally diverse peoples 	<p>SE/TE: The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275</p> <p>Topic 2 Assessment (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57</p>
<ul style="list-style-type: none"> responses to the challenges offered by contact with different faiths 	<p>SE/TE: The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; Jewish Communities in Medieval Europe, 208; The Origins of Islam, 256–260; Economic Expansion and Change: The Crusades and After, 211–220; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301; Hindu-Muslim Differences, 310</p> <p>Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; (8. Describe the Development of Major Religions), 56; (11. Describe the Development of Monotheism), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p>
<ul style="list-style-type: none"> ways they influenced people’s perceptions of the world. 	<p>SE/TE: The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; The Origins of Christianity, 178–184; The Origins of Islam, 256–260; Achievements of Muslim Civilization, 269–275</p> <p>Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96</p>

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<p>F4 Regional Interactions Identify the location and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E.</p>	<p>SE/TE: Early Civilizations in South Asia, 62–68; The Origins of Hinduism and Buddhism, 69–74; The Origins of Islam, 256–260; Powerful Empires Emerge in India, 75–80; Ancient Civilizations in China, 81–88; Ancient Greece, 124–125, 126–130, 131–141, 142–147, 148–152; Ancient Rome, 156–157, 158–162, 163–172, 173–177; Strong Rulers Unite China, 89–95; A Muslim Empire, 261–268; The Ottoman and Safavid Empires, 276–280</p> <p>Topic 3 Assessment (5. Identify Examples of Religious Influence), 96; (9. Describe the Development of Major World Religions), 97; (13. Summarize the Institutions), 98</p> <p>Topic 5 Assessment, 153–154; Topic 6 Assessment, 185–186</p>
Unit 2: Era 4 - Expanding and Intensified.... Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
WHG ERA 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.	
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.	
High School	
<p>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)</p>	<p>SE/TE: The Decline of the Gupta Empire, 78; The Han Empire Falls, 93; Athens Defeated by Sparta, 141; The Decline of Greek Dominion, 141; The Early Death of Alexander, 149; Why Did Rome Fall? 170; Economic Causes, 171–172</p> <p>Topic 6 Assessment (14. Compare the Factors), 186; (15. Describe Major Effects of Events), 186</p>

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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	SE/TE: The Origins of Christianity, 178–184; The Christian Church Is Divided, 209–210; Economic Expansion and Change: The Crusades and After, 211–220 Topic 7 Assessment (16. Describe Interactions), 253; (21. Analyze Information), 253
• Islam and Hinduism in South Asia (See 5.3.3)	SE/TE: The Origins of Hinduism and Buddhism, 69–74; The Origins of Islam, 256–260; A Muslim Empire, 261–268; The Ottoman and Safavid Empires, 276–280 Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96
• continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203)	SE/TE: The Christian Church Is Divided, 209–210; The Byzantine Heritage, 237
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	SE/TE: The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Trade Grows Across the Sahara, 286–287; Analyze Maps: African Kingdoms and Trading States, 287 Topic 3 Assessment (14. Describe Major Effects), 98
• water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206)	SE/TE: Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Analyze Maps: African Kingdoms and Trading States, 287

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<p>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.</p>	
<p>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:</p>	
<ul style="list-style-type: none"> • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society 	<p>SE/TE: The Origins of Islam, 256–260; A Muslim Empire, 261–268; Achievements of Muslim Civilization, 269–275; The Ottoman and Safavid Empires, 276–280</p> <p>Topic 8 Assessment (3. Describe the Spread), 303; (6. Describe the Spread and Explain the Impact), 303</p>
<ul style="list-style-type: none"> • diverse religious traditions of Islam — Sunni, Shi’a/Shi’ite, Sufi (National Geography Standard 10, p. 203) 	<p>SE/TE: Divisions Split Islam, 262–263</p>
<ul style="list-style-type: none"> • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia 	<p>SE/TE: For related material see: Divisions Split Islam, 262–263</p> <p>Topic 8 Assessment (8. Identify Major Causes and Effects), 303</p>
<ul style="list-style-type: none"> • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity 	<p>SE/TE: Causes and Effects of the Development of Islamic Caliphate, 266</p> <p>Topic 8 Assessment (5. Identify Major Causes and Effects), 303; (6. Describe the Spread and Explain the Impact), 303; (8. Identify Major Causes and Effects), 303</p>

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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 10, p. 203)	SE/TE: The Mongol Empire and Ming China, 321–327 Topic 9 Assessment (6. Identify Major Effects), 346; (7. Summarize the Changes), 346; (9. Identify Major Causes and Effects), 346
4.2.3 The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)	SE/TE: The Black Death Spreads Across Europe, 238–239; Recognize Cause and Effect, 242
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)	SE/TE: Early Civilizations of Africa, 281–285; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297 Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304
• 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)	SE/TE: Migration of People and Ideas, 281–282
• 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)	SE/TE: Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297 Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304

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<ul style="list-style-type: none"> analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190) 	<p>SE/TE: The Slave Trade and Its Impact on Africa, 406–410</p> <p>Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p>
<ul style="list-style-type: none"> 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) 	<p>SE/TE: North Africa in the Ancient World, 283–284; Islam’s Influence, 288; Mansa Musa’s Pilgrimage, 289; Christianity Takes Hold, 293; Islam Spreads, 293; Judaism in Ethiopia, 294; Religion, 300–301</p> <p>Topic 8 Assessment (8. Identify Major Causes and Effects), 303; (10. Describe the Interactions), 304</p>
<p>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)</p>	<p>SE/TE: The Americas, 100–101; Civilizations in Middle America, 102–110; The World of the Incas, 111–115, The Peoples of North America, 116–120</p> <p>Topic 4 Assessment, 122–123</p>
<p>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)</p>	<p>SE/TE: Golden Ages in China: Tang and Song Dynasties, 314–320; The Mongol Empire and Ming China, 321–327</p> <p>Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; (6. Identify Major Effects), 346; (7. Summarize the Changes), 346</p>

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4.3.4 The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including:	
• the rise and decline of the Byzantine Empire	SE/TE: The Byzantine Empire Thrives, 190; The Age of Justinian, 191–193 Topic 7 Assessment (2. Identify Major Effects and Explain the Impact), 251
• the region’s unique spatial location	SE/TE: The Byzantine Empire Thrives, 190; Analyze Maps, 191
• the region’s political, economic, and religious transformations	SE/TE: The Byzantine Empire Thrives, 190; The Age of Justinian, 191–193 Topic 7 Assessment (4. Explain Characteristics), 251
• emerging tensions between East and West (National Geography Standard 3, p. 188)	SE/TE: The Roman Empire Splits, 168–169; The Byzantine Empire Thrives, 190; The Age of Justinian, 191–193; The Christian Church Is Divided, 209–210; The Byzantine Heritage, 237 Topic 7 Assessment (4. Explain Characteristics), 251
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	SE/TE: The Medieval Christian Church, 203–210; The Feudal Monarchs and the Church, 221–230 Topic 7 Assessment (3. Identify Major Causes), 251; (9. Identify Characteristics), 252; (13. Describe the Spread of Traditions), 252
• how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212)	SE/TE: Changes in Agriculture Transform Europe, 211–212; Trade Expands and Towns Grow, 212–213; Economic Changes, 213–214; A New Middle Class, 214–218 Topic 7 Assessment (18. Describe Changing Roles), 253

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<p align="center">MAISA Units – Michigan Grade 11</p>	<p align="center">World History Survey Edition, ©2016</p>
<ul style="list-style-type: none"> the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3) 	<p>SE/TE: The Crusades, 216–217; The Effects of the Crusades, 218–219; The Late Middle Ages: A Time of Upheaval, 239–243</p> <p>Topic 7 Assessment (16. Describe Interactions), 253; (18. Describe Changing Roles), 253; (19. Locate Places and Regions), 253; (21. Analyze Information), 253</p>
<ul style="list-style-type: none"> the cultural and social impact of the Renaissance on Western and Northern Europe 	<p>SE/TE: The Italian Renaissance, 350–356; The Renaissance in Northern Europe, 357–361</p> <p>Topic 10 Assessment (1. Identify Examples), 379; (2. Identify Major Causes), 379; (7. Describe Major Effects), 379</p>

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Unit 3: Era 5 - The Emergence of the First Global - Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES	
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)	SE/TE: Europeans Explore Overseas, 384–389; Europeans Gain Footholds in Asia, 390–397; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421; Topic 10 Assessment, 422–423
5.1.2 World Religions – Use historical and modern maps to analyze major territorial transformations and movements 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, pg. 202)	SE/TE: Migrations Increase Diversity, 248–249; Southeast Asia: Arrival of Islam, 343; The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373; Analyze Map: Major European Religions, About 1600, 372; the Americas: Missionaries Spread Christianity, 402
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 the 16th centuries	SE/TE: Analyze Maps: Early Voyages of European Exploration, 385; Cortés’s Route, 399; Spanish and Portuguese Colonies in the Americas, 401; European Colonization of North America, 407; Triangular Trade Routes, 413; Analyze Chart: Magellan’s Voyage, 388; The Columbian Exchange, 418

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<ul style="list-style-type: none"> 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) 	SE/TE: Migrations Increase Diversity, 248–249; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Exchange, 417–421
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 <ul style="list-style-type: none"> 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) 	SE/TE: The Slave Trade and Its Impact on Africa, 411–416 Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423
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:	
<ul style="list-style-type: none"> using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) 	SE/TE: The Ottoman and Safavid Empires, 276–280 Topic 8 Assessment (15. Identify Major Causes), 304; (16. Explain the Impact), 304
<ul style="list-style-type: none"> analyzing the impact of the Ottoman rule 	SE/TE: The Ottoman and Safavid Empires, 276–280; Rebellions Erupt in Eastern Europe, 538–539; The Ottoman Empire Declines, 606–607 Topic 8 Assessment (15. Identify Major Causes), 304; (16. Explain the Impact), 304

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5.3.2 East Asia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in East Asia by:	
<ul style="list-style-type: none"> • 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 Geography Standard 5, p. 192) 	SE/TE: Golden Ages in China, Tang and Song Dynasties, 314–320; The Mongol Empire and Ming China, 321–327; China and the West, 615–619
<ul style="list-style-type: none"> • 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) 	SE/TE: The Island Kingdom of Japan, 332–340 Topic 9 Assessment (14. Analyze Examples), 347
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 Geography Standard 4, p. 190)	SE/TE: European Trade in Mughal India, 392; India Becomes a British Colony, 610–614 Topic 11 Assessment (11. Describe Interactions), 422
5.3.4 Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including <ul style="list-style-type: none"> • 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) 	SE/TE: Russia and Eastern Europe, 244–252 Topic 7 Assessment (14. Interpret Thematic Maps), 252

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5.3.5 Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by:	
<ul style="list-style-type: none"> 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) 	SE/TE: Europeans Explore Overseas, 384–389; Europeans Gain Footholds in Asia, 390–397; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421; Topic 11 Assessment, 422–423
<ul style="list-style-type: none"> analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism 	SE/TE: Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; Triumph of Parliament in England, 444–451; The Enlightenment, 452–459; The French Revolution Begins, 466–474; A Radical Phase, 475–481; The Age of Napoleon, 482–489; Topic 12 Assessment, 490–493
<ul style="list-style-type: none"> analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society 	SE/TE: The Italian Renaissance, 350–356; The Renaissance in Northern Europe, 357–361; The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373; The Scientific Revolution, 374–378; Topic 10 Assessment, 379–380
<ul style="list-style-type: none"> analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2) 	SE/TE: Effects of Global Exchange, 417–421; The Industrial Revolution Begins, 496–503 Topic 11 Assessment (8. Identify Major Causes), 422; Topic 13 Assessment (3. Identify Major Causes), 530
5.3.6 Latin America through the 18th Century – Analyze colonial transformations in Latin America, including:	
<ul style="list-style-type: none"> the near-elimination of American Indian civilizations and peoples 	SE/TE: Guns, Horses, and Disease, 398; The Impact of Spanish Colonization, 404–405

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<ul style="list-style-type: none"> social stratifications of the population (e.g., peninsulares, creoles, mestizos) 	<p>SE/TE: Royal Officials Rule the Provinces, 401; Forced Labor: The Encomienda System, 402; Society and Culture in Spanish America, 403–404</p> <p>Topic 11 Assessment (4. Describe Major Effects and Explain the Impact), 422</p>
<ul style="list-style-type: none"> the regional and global role of silver and sugar 	<p>SE/TE: Silver Mines, 402; Spain Wins Wealth and Power, 404</p> <p>Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422</p>
<ul style="list-style-type: none"> 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) 	<p>SE/TE: Forced Labor: The Encomienda System, 402; Society and Culture in Spanish America, 403–404; The Slave Trade and Its Impact on Africa, 411–416</p>
<p>WHG ERA 6 – An Age of Global Revolutions, 18th Century -1914</p> <p>6.1 Global or Cross-temporal Expectations</p> <p>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.</p>	
<p>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 interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)</p>	<p>SE/TE: The Renaissance and Reformation, 348–349, 350–356, 357–361, 362–367, 368–373, 374–378; The Ottoman Empire Declines, 606–607; New Global Connections, 384–389, 390–396, 397–405, 406–410, 411–416, 417–421; Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; The American Revolution, 460–465; Revolutions Sweep Europe, 536–544; the New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 624–631</p>

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MAISA Units - Michigan Grade 11	World History Survey Edition, ©2016
Unit 4: Era 6 - An Age of Global Revolutions - Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
WHG ERA 6 – An Age of Global Revolutions, 18th Century -1914	
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)	SE/TE: Triumph of Parliament in England, 444–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; The Age of Napoleon, 482–489; Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Topic 12 Assessment, 490–493
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 Geography Standard 9, p. 201)	SE/TE: Growing Cities, 497; Population Grows Because of Better Farming, 498; A Revolution in Transportation, 501; Industry Causes Urban Growth, 504; Advances in Transportation and Communication, 514; The United States Expands, 574; India Under British Rule, 612
6.1.3 Increasing Global Interconnections – Describe increasing global 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 Geography Standard 10, p. 203)	SE/TE: Triumph of Parliament in England, 444–451; The American Revolution, 460–465; Laissez-Faire Economics, 508–509; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512

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<ul style="list-style-type: none"> the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206) 	<p>SE/TE: A Revolution in Transportation, 501; Industrialization Spreads, 502–503; Benefits of the Industrial Revolution, 507–508; Science and Technology Change Industry, 513–514; Advances in Transportation and Communication, 514–515; City Life Changes, 517–518</p>
<p>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)</p>	<p>SE/TE: Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; Triumph of Parliament in England, 444–451; The American Revolution, 460–465; Laissez-Faire Economics, 508–509; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512; Topic 12 Assessment, 490–493</p>
<p>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 interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)</p>	<p>SE/TE: The Renaissance and Reformation, 348–349, 350–356, 357–361, 362–367, 368–373, 374–378; The Ottoman Empire Declines, 606–607; New Global Connections, 384–389, 390–396, 397–405, 406–410, 411–416, 417–421; Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; The American Revolution, 460–465; Revolutions Sweep Europe, 536–544; The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 624–631</p>

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MAISA Units – Michigan Grade 11	World History Survey Edition, ©2016
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 Geography Standard 13, p. 210)	SE/TE: Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; Triumph of Parliament in England, 444–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; The Age of Napoleon, 482–489; Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; Topic 12 Assessment, 490–493
6.2.2 Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, 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)	SE/TE: Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; The Unification of Germany, 550–556; The Unification of Italy, 557–560; Divisions and Democracy in France, 569–573; Nationalism in Eastern Europe and Russia, 579–586; The Modernization of Japan, 620–623
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	SE/TE: The Industrial Revolution Begins, 496–503; Social Impact of Industrialism, 504–512; The Second Industrial Revolution, 513–519; Changing Ways of Life and Thought, 520–529; Germany Becomes an Industrial Giant, 553; Topic 13 Assessment, 530–532
• 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)	SE/TE: Social Impact of Industrialism, 504–512; Changing Ways of Life and Thought, 520–529 Topic 13 Assessment (6. Explain Political and Economic Changes), 530; (7. Formulate Generalizations), 530; (9. Identify Important Changes), 530; (17. Describe the Changing Roles), 532

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<ul style="list-style-type: none"> describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212) 	<p>SE/TE: Coal, Steam, and the Energy Revolution, 498; Industry Causes Urban Growth, 504; The Rise of New social Classes, 505; Harsh Conditions in Factories and Mines, 506–507; City Life Changes, 517–518</p>
6.2.4 Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by:	
<ul style="list-style-type: none"> 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) 	<p>SE/TE: The New Imperialism, 592–597; European Colonies in Africa, 598–604; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 620–623; Topic 15 Assessment, 641–642</p>
<ul style="list-style-type: none"> describing the connection between imperialism and racism, including the social construction of race 	<p>SE/TE: Motivations for the New Imperialism, 592–593</p> <p>Topic 15 Assessment (3. Identify Causes of European Imperialism), 641; (14. Identify Economic Motivations for European Imperialism), 642</p>
<ul style="list-style-type: none"> comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212) 	<p>SE/TE: Southern Africa, 599–600; Britain’s Share, 602; The Boer War, 602; India Becomes a British Colony, 610–614; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 620–623</p> <p>Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641</p>
<ul style="list-style-type: none"> analyze the responses to imperialism by African and Asian peoples (See 6.6.3) 	<p>SE/TE: European Colonies in Africa, 598–604; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 620–623</p> <p>Topic 15 Assessment (7. Explain Characteristics of European Imperialism), 641</p>

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MAISA Units – Michigan Grade 11	World History Survey Edition, ©2016
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)	SE/TE: Social Impact of Industrialism, 504–512; Changing Ways of Life and Thought, 520–529
• 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	SE/TE: Revolutions Sweep Europe, 536–544; The Unification of Germany, 550–556; The Unification of Italy, 557–560; Democratic Reforms in Britain, 561–568; Divisions and Democracy in France, 569–573; Nationalism in Eastern Europe and Russia, 579–586
• 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)	SE/TE: Analyze Maps, 476, 484, 488; Topic Assessment (Using a Map), 490–491
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)	SE/TE: The Modernization of Japan, 620–623 Topic 15 Assessment (12. Explain the Roles of Military Technology), 642
• describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions	SE/TE: China and the West, 615–619
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)	SE/TE: European Colonies in Africa, 598–604 Topic 15 Assessment (14. Identify Economic Motivations for European Imperialism), 642

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MAISA Units – Michigan Grade 11	World History Survey Edition, ©2016
Unit 5: Era 7 - Global Crisis and Achievement - Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
WHG Era 7 – Global Crisis and Achievement, 1900-1945	
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)	SE/TE: Revolution and Nationalism in Latin America, 678–683; Nationalist Movements in Africa and the Middle East, 684–690; Revolution in Russia, 667–672; New Forces in China and Japan, 695–701; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717 Topic 17 Assessment (11. Identify Major Causes), 733; (12. Identify and Describe), 733
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).	SE/TE: Imperialism, 592–597, 598–604, 605–609, 610–614, 620–623, 624–631, 632–640; World War I, 646–651, 652–657, 658–666, 667–672; World War II, 738–743, 744–749, 756–761, 762–768
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)	SE/TE: Armenian Genocide, 607; The Holocaust, 750–755 Topic 15 Assessment (11. Identify Politically Motivated Mass Murders), 642
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)	SE/TE: Modern Military Technology, 654–655; Scientific Discoveries, 704; End of the War in the Pacific, 764–765

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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)	SE/TE: A Global Conflict, 656–657; World War I Ends, 658–666; World War II: Aggression, Appeasement, and War, 738–743; Axis Powers Advance, 744–749; The Allies Turn the Tide, 756–761; Victory for the Allies, 762–768; Topic 16 Assessment, 673–678; Topic 18 Assessment, 769–770
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:	
<ul style="list-style-type: none"> analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism 	SE/TE: World War I Begins, 646–651 Topic 16 Assessment (1. Identify Major Causes), 677; (2. Identify Major Causes), 677
<ul style="list-style-type: none"> analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5) 	SE/TE: A New Kind of War, 652–653; Modern Military Technology, 654–655; Governments Direct Total War, 686–660; Morale Breaks Down, 660 Topic 16 Assessment (6. Describe Participation), 677; (8. Identify Major Characteristics and Effects), 677
<ul style="list-style-type: none"> 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 	SE/TE: The Great War Ends, 662–663; Making the Peace, 664; Effects of the Peace Settlement, 665–666 Topic 16 Assessment (7. Explain Impact), 677; (10. Explain Significance), 678; Topic 17 Assessment (1. Explain the Impact), 735

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MAISA Units – Michigan Grade 11	World History Survey Edition, ©2016
7.2.2 Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by:	
<ul style="list-style-type: none"> examining the causes and consequences of the economic depression on different regions, nations, and the globe 	<p>SE/TE: Economics in the Postwar Era, 709; The Great Depression, 709–710; Western Democracies React to the Depression, 711–712</p> <p>Topic 17 Assessment (6. Summarize Causes), 731</p>
<ul style="list-style-type: none"> describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2) 	<p>SE/TE: Revolution in Russia, 667–672; New Forces in China and Japan, 695–701; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; The Rise of Nazi Germany, 725–730</p> <p>Topic 17 Assessment (5. Describe the Emergence), 731; (12. Identify and Describe), 733; (13. Identify Examples), 733; (16. Explain the Roles and Identify), 733</p>
<ul style="list-style-type: none"> comparing and contrasting the rise of nationalism in China, Turkey, and India 	<p>SE/TE: Nationalist Movements in Africa and the Middle East, 684–690; India Seeks Self-Rule, 691–694; New Forces in China and Japan, 695–701</p>
7.2.3 World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by:	
<ul style="list-style-type: none"> 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) 	<p>SE/TE: Aggression, Appeasement, and War, 738–743</p> <p>Topic 18 Assessment (5. Explain the Major Causes of World War II), 769</p>
<ul style="list-style-type: none"> explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203) 	<p>SE/TE: The Rise of Nazi Germany, 725–730; The Holocaust, 750–755</p> <p>Topic 17 Assessment (5. Describe the Emergence), 731; Topic 18 Assessment (9. Explain Roles and Identify Examples), 770</p>

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<ul style="list-style-type: none"> analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219) 	SE/TE: Aggression, Appeasement, and War, 738–743; Axis Powers Advance, 744–749; The Allies Turn the Tide, 756–761; Victory for the Allies, 762–768
<ul style="list-style-type: none"> explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) 	SE/TE: The Yalta Conference, 760–761; Two Opposing Sides in Europe, 777
<ul style="list-style-type: none"> 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) 	SE/TE: End of the War in Europe, 762; End of the War in the Pacific, 764–765; Aftermath of the War, 765–766; The United Nations is Formed, 766–767; A New Global Conflict, 774–782; The Western Democracies and Japan, 783–790 Topic 18 Assessment (14. Describe Effects of Atomic Bombs in World War II), 770; (15. Explain the Significance of the United Nations), 770
<ul style="list-style-type: none"> describing the emergence of the United States and the Soviet Union as global superpowers 	SE/TE: A New Global Conflict, 774–782 Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 770
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).	SE/TE: The Chinese Communist Victory, 791–792; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–829; The Modern Middle East Takes Shape, 829–836; Latin American Nations Move Toward Democracy, 866–872
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.	SE/TE: Revolution in Russia, 667–672 Topic 16 Assessment (15. Identify Examples), 674; (16. Identify Origins, Characteristics, and Influences), 674

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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)	SE/TE: Revolution in Russia, 667–672; New Forces in China and Japan, 695–701; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; The Rise of Nazi Germany, 725–730 Topic 17 Assessment (5. Describe the Emergence), 731; (12. Identify and Describe), 733; (13. Identify Examples), 733; (16. Explain the Roles and Identify), 733
7.3.3 Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210):	
• Japanese imperialism	SE/TE: China Faces Japanese Imperialism, 698; Conflicting Forces in Japan, 698–699; The Ultrationalist Reaction, 700; Militarists Gain Power, 701 Topic 17 Assessment (8. Identify and Explain the Major Causes and Effects), 732
• Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)	SE/TE: Trouble in the Chinese Republic, 695–696; Nationalists and Communists, 696–698; China Faces Japanese Imperialism, 698; The Chinese Communist Victory, 791–792; China and the Cold War, 793–794 Topic 17 Assessment (20. Summarize the Factors), 734
• Indian independence struggle	SE/TE: India Seeks Self-Rule, 691–694; Independence and Partition in South Asia, 812–813 Topic 17 Assessment (18. Identify Examples), 734; (19. Describe Major Causes and Effects), 734

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7.3.4 The Americas – Analyze the political, economic and social transformations that occurred in this era, including:	
• economic imperialism (e.g., dollar diplomacy)	SE/TE: The United States Wields Power and Influence, 636–638
• foreign military intervention and political revolutions in Central and South America	SE/TE: The Americas in the Age of Imperialism, 632–638; Revolution and Nationalism in Latin America, 678–683; Dictatorships and Civil War, 868–869
• nationalization of foreign investments	SE/TE: Economic Nationalism, 681–682
7.3.5 Middle East – Analyze the political, economic, and social transformations that occurred in this era, including:	
• the decline of the Ottoman Empire	SE/TE: The Ottoman Empire Declines, 606–607; Mandates Gain Independence, 829–830
• 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	SE/TE: Modernization in Egypt, 608; European Imperialism in Persia, 608–609; The Modern Middle East Takes Shape, 829–836; Conflict in the Middle East, 837–843 Topic 15 Assessment (10. Analyze Influence of Human and Geographic Factors on Major Events), 642; Topic 20 Assessment (14. Explain), 846; (15. Summarize Impact), 846; (16. Summarize the Reasons), 846
• the role of the Mandate system	SE/TE: Mandates Gain Independence, 829–830; Religious and Ethnic Divisions, 830 Topic 20 Assessment (13. Summarize and Locate Places), 846; (14. Explain), 846
• the discovery of petroleum resources	SE/TE: European Imperialism in Persia, 608–609

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MAISA Units – Michigan Grade 11	World History Survey Edition, ©2016
Unit 6: Era 8 - The Cold War and its Aftermath - Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945	
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 723)	SE/TE: A New Global Conflict, 774–782 Topic 19 Assessment (4. Summarize Outcome and Identify Major Events), 807
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	SE/TE: The Two Koreas, 794–795; War in Southeast Asia, 796–800 Topic 19 Assessment (8. Identify Events), 807; (16. Summarize Outcome), 808
• ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin	SE/TE: Two Opposing Sides in Europe, 777; The Cold War Around the World, 779–780; A Variety of New Governments, 822–823; Case Studies: Five African Nations, 824–826
• the arms and space race (National Geography Standard 13, p. 210)	SE/TE: The Nuclear Arms Race, 778–779; The Space Race, 900–901 Topic 19 Assessment (4. Summarize Outcome and Identify Major Events), 807
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.	SE/TE: The Cold War Ends, 801–806 Topic 19 Assessment (15. Identify Individuals), 808

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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).	SE/TE: Analyze Maps, 688, 697, 700, 721, 731, 732, 733, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 878, 879, 883, 887
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)	SE/TE: Revolution and Nationalism in Latin America, 678–683; Communism in East Asia, 791–795; War in Southeast Asia, 796–800; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Challenges for African Nations, 855–860; Latin American Nations Move Toward Democracy, 866–872 Topic 20 Assessment (1. Summarize and Locate Places), 844
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.	SE/TE: Independence and Partition in South Asia, 812–813; Challenges to Modern India, 814; Pakistan and Bangladesh Separate, 815–817; Independent Nations in Southeast Asia, 817–818; Struggle for Democracy in the Philippines, 819–820; African Nations Win Independence, 821–828; Challenges for African Nations, 855–860; Latin American Nations Move Toward Democracy, 868–872 Topic 20 Assessment (1. Summarize and Locate Places), 844; (3. Summarize), 844
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.	SE/TE: The Modern Middle East Takes Shape, 829–836; Conflicts in the Middle East, 837–843 Topic 15 Assessment (10. Analyze Influence of Human and Geographic Factors on Major Events), 642; Topic 20 Assessment (14. Explain), 846; (15. Summarize Impact), 846; (16. Summarize the Reasons), 846

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MAISA Units - Michigan Grade 11	World History Survey Edition, ©2016
Unit 7: Contemporary Global Issues - Content Expectations/Standards	
MI: GLCE: Social Studies	
High School	
World History & Geography	
CONTEMPORARY GLOBAL ISSUES Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.	
CG1 Population	
Explain the causes and consequences of population changes over the past 50 years by analyzing the:	
<ul style="list-style-type: none"> • population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology) 	SE/TE: Population Skyrocket, 852; India: Impact of Rapid Population Growth, 864; Latin America: Population Growth Contributes to Poverty, 867; Breakthroughs in Medicine and Biotechnology, 902-904
<ul style="list-style-type: none"> • distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density) 	SE/TE: Challenges of Development, 850-854; Latin America: Migration, 870-871; People Search for a Better Life, 888
<ul style="list-style-type: none"> • relationship of the population changes to global interactions, and their impact on three regions of the world 	SE/TE: India: Impact of Rapid Population Growth, 864; Latin America: Population Growth Contributes to Poverty, 867
CG2 Resources	
Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:	
<ul style="list-style-type: none"> • change in spatial distribution and use of natural resources 	SE/TE: Development and the Environment, 891-892
<ul style="list-style-type: none"> • the differences in ways societies have been using and distributing natural resources 	SE/TE: The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Industrialization, 862; Development and the Environment, 891-892

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<ul style="list-style-type: none"> • social, political, economic, and environmental consequences of the development, distribution, and use of natural resources 	SE/TE: The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Industrialization, 862; Development and the Environment, 891–892
<ul style="list-style-type: none"> • major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent) 	SE/TE: The Importance of Oil in the Middle East, 834–835; A New Europe, 873–875; Global Organizations and Trade Agreements, 883–884; Development and the Environment, 891–893
<ul style="list-style-type: none"> • the impact of humans on the global environment 	SE/TE: The Green Revolution, 852; Development and the Environment, 891–893
CG3 Patterns of Global Interactions	
Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:	
<ul style="list-style-type: none"> • economic interdependence of the world’s countries and world trade patterns 	SE/TE: Globalization and Trade, 881–885 Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906
<ul style="list-style-type: none"> • the exchanges of scientific, technological, and medical innovations 	SE/TE: Advances in Science and Technology, 900–904 Topic 21 Assessment (4. Explain the Role), 905
<ul style="list-style-type: none"> • cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas and patterns 	SE/TE: For related material see: Threats to Indigenous Peoples, 891; The Computer Revolution, 902
<ul style="list-style-type: none"> • comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition 	SE/TE: Globalization and Trade, 881–885 Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906

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<ul style="list-style-type: none"> • distribution of wealth and resources and efforts to narrow the inequitable distribution of resources 	SE/TE: Challenges of Development, 850–854; Globalization and Trade, 881–885
CG4 Conflict, Cooperation, and Security	
Analyze the causes and challenges of continuing and new conflicts by describing:	
<ul style="list-style-type: none"> • tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path) 	SE/TE: Conflicts in the Middle East, 837–843; The Former Soviet Republics, Good Friday Agreement, 874; 876–877; War in Yugoslavia, 877–879; Terrorism and International Security, 894–899
<ul style="list-style-type: none"> • causes of and responses to ethnic cleansing/genocide/mass extermination (e.g., Darfur, Rwanda, Cambodia, Bosnia) 	SE/TE: Politically Mass Murder in Cambodia, 800; Ethnic Conflict and Genocide, 826–828; War in Yugoslavia, 877–879 Topic 20 Assessment (4. Identify Examples), 844; (5. Identify Examples), 844; Topic 21 Assessment (17. Identify Examples), 907
<ul style="list-style-type: none"> • local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights 	SE/TE: Changes in NATO, 873–874; Civil War in Bosnia, 878; Terrorism and International Security, 894–899 Topic 21 Assessment (15. Summarize the Development), 906; (19. Explain), 907
<ul style="list-style-type: none"> • the type of warfare used in these conflicts, including terrorism, private militias, and new technologies 	SE/TE: The Threat of New Weapons, 894–895