

World History v5

Standards Report - Showing matching content units as of October 12, 2009, 11:34 am PDT

Grades: 9, 10, 11, 12

States: Michigan Curriculum Standards

Subjects: Social Studies

**Michigan Curriculum Standards  
Social Studies  
Grade 9 - Adopted 2007**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.F.</b>	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
<b>STANDARD</b>	<b>F1.</b>	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).  Module 1: The Museum Foundation Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.F.</b>	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
<b>STANDARD</b>	<b>F2.</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	<b>F2.1.</b>	Changes brought on by the Agricultural Revolution, including the environmental impact of settlements  Module 1: The Museum Foundation
<b>GRADE LEVEL EXPECTATION</b>	<b>F2.2.</b>	TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze  Module 2: East Wing: The Ancients
<b>GRADE LEVEL EXPECTATION</b>	<b>F2.3.</b>	Classical China or India (Han China or Gupta empires)  Module 2: East Wing: The Ancients
<b>GRADE LEVEL EXPECTATION</b>	<b>F2.4.</b>	Classical Mediterranean (Greece and Rome)  Module 3: West Wing: Traditions and Religions
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.F.</b>	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
<b>STANDARD</b>	<b>F3.</b>	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:
<b>GRADE LEVEL EXPECTATION</b>	<b>F3.1.</b>	Spatial representations of that growth  Module 3: West Wing: Traditions and Religions
<b>GRADE LEVEL EXPECTATION</b>	<b>F3.2.</b>	Interactions with culturally diverse peoples

		Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.3.	Responses to the challenges offered by contact with different faiths Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.4.	Ways they influenced people's perceptions of the world. Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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. Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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. Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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:
EXPECTATION	4.1.2a.	Islam and Christianity (Roman Catholic and Orthodox) - increased trade and the Crusades Module 4: North Wing: The Crossroads
EXPECTATION	4.1.2b.	Islam and Hinduism in South Asia Module 2: East Wing: The Ancients
EXPECTATION	4.1.2c.	Continuing tensions between Catholic and Orthodox Christianity Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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). Module 4: North Wing: The Crossroads

GRADE LEVEL EXPECTATION	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.  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.1.	Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by:
EXPECTATION	4.3.1a.	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.  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.1c.	Analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade.  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.1e.	Analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 4: North Wing: The Crossroads
GRADE LEVEL EXPECTATION	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.  Module 2: East Wing: The Ancients
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.4.	The Eastern European System and the Byzantine Empire to 1500 - Analyze restructuring of the Eastern European system including:
EXPECTATION	4.3.4a.	The rise and decline of the Byzantine Empire  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4b.	The region's unique spatial location  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4c.	The region's political, economic, and religious transformations

		Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4d.	Emerging tensions between East and West  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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:
EXPECTATION	4.3.5a.	The role and political impact of the Roman Catholic Church in European medieval society  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.5c.	The role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.5d.	The cultural and social impact of the Renaissance on Western and Northern Europe  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
GRADE LEVEL EXPECTATION	5.3.2.	East Asia through the 18th Century - Analyze the major political, religious, economic, and cultural transformations in East Asia by:
EXPECTATION	5.3.2a.	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.  Module 2: East Wing: The Ancients
EXPECTATION	5.3.2b.	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.  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.

GRADE LEVEL EXPECTATION	5.3.5.	Europe through the 18th Century - Analyze the major political, religious, cultural and economic transformations in Europe by:
EXPECTATION	5.3.5a.	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.  Module 5: South Wing: Renaissance/Reformation
EXPECTATION	5.3.5b.	Analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism  Module 6: Transept: Enlightenment & Revolution
EXPECTATION	5.3.5c.	Analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society  Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
GRADE LEVEL EXPECTATION	5.3.6.	Latin America through the 18th Century - Analyze colonial transformations in Latin America, including:
EXPECTATION	5.3.6a.	The near-elimination of American Indian civilizations and peoples  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	6.1.3.	Increasing Global Interconnections - Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including:
EXPECTATION	6.1.3b.	The global spread of major innovations, technologies, and commodities via new global networks.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	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).  Module 6: Transept: Enlightenment & Revolution
GRADE LEVEL EXPECTATION	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).  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	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).  Module 6: Transept: Enlightenment & Revolution
GRADE LEVEL EXPECTATION	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).  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.3.	Industrialization - Analyze the origins, characteristics and consequences of industrialization across the world by:
EXPECTATION	6.2.3a.	Comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.3c.	Describing the environmental impacts of industrialization and urbanization.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.4.	Imperialism - Analyze the political, economic, and social causes and consequences of imperialism by:
EXPECTATION	6.2.4a.	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.  Module 7: Museum Restaurant: Nationalism

EXPECTATION	6.2.4b.	Describing the connection between imperialism and racism, including the social construction of race.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4c.	Comparing British policies in South Africa and India, French polices in Indochina, and Japanese polices in Asia.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.3.	Regional Content Expectations: Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.
GRADE LEVEL EXPECTATION	6.3.1.	Europe - Analyze the economic, political, and social transformations in Europe by:
EXPECTATION	6.3.1a.	Analyzing and explaining the impact of economic development on European society.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.3.1b.	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  Module 6: Transept: Enlightenment & Revolution
EXPECTATION	6.3.1c.	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).  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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).  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.

		Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.2.</b>	<b>Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.2.1.</b>	<b>World War I - Analyze the causes, characteristics, and long-term consequences of World War I by:</b>
<b>EXPECTATION</b>	<b>7.2.1a.</b>	Analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism  Module 7: Museum Restaurant: Nationalism
<b>EXPECTATION</b>	<b>7.2.1b.</b>	Analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.1c.</b>	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  Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.2.</b>	<b>Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.2.2.</b>	<b>Inter-war Period - Analyze the transformations that shaped world societies between World War I and World War II by:</b>
<b>EXPECTATION</b>	<b>7.2.2b.</b>	Describing and explaining the rise of fascism and the spread of communism in Europe and Asia  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.2.</b>	<b>Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.2.3.</b>	<b>World War II - Analyze the causes, course, characteristics, and immediate consequences of World War II by:</b>
<b>EXPECTATION</b>	<b>7.2.3a.</b>	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)  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3b.</b>	Explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah)  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3c.</b>	Analyzing the major turning points and unique characteristics of the war  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3d.</b>	Explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world  Module 8: Museum Basement: War, Depression

EXPECTATION	7.2.3e.	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  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	7.3.	Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	7.3.	Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.
GRADE LEVEL EXPECTATION	7.3.3.	Asia - Analyze the political, economic, and social transformations that occurred in this era, including:
EXPECTATION	7.3.3b.	Chinese nationalism, the emergence of communism, and civil war  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	8.1.2.	Cold War Conflicts - Describe the major arenas of conflict, including:
EXPECTATION	8.1.2b.	Ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.

GRADE LEVEL EXPECTATION	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).  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG1.	Population: Explain the causes and consequences of population changes over the past 50 years by analyzing: the:
GRADE LEVEL EXPECTATION	CG1.2.	Distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)  Module 2: East Wing: The Ancients Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	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:
GRADE LEVEL EXPECTATION	CG2.1.	Change in spatial distribution and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.2.	The differences in ways societies have been using and distributing natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.3.	Social, political, economic, and environmental consequences of the development, distribution, and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.4.	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)  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG3.	Patterns of Global Interactions: Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:
GRADE LEVEL EXPECTATION	CG3.4.	Comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG4.	Conflict, Cooperation, and Security: Analyze the causes and challenges of continuing and new conflicts by describing:
GRADE LEVEL	CG4.3.	Local and global attempts at peacekeeping, security, democratization, and

EXPECTATION		administering international justice and human rights Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.6.	U.S. History and Geography - U.S. History and Geography (USHG) Era 6: The Development of an Industrial, Urban, and Global United States (1870-1930)
STANDARD	6.2.	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.
GRADE LEVEL EXPECTATION	6.2.4.	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. Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.1.	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:
EXPECTATION	7.2.1a.	The political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1b.	The differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1c.	United States neutrality Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1d.	The bombing of Pearl Harbor Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.2.	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). Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	7.2.4.	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). Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL	8.1.1.	Origins and Beginnings of Cold War - Analyze the factors that contributed to the

EXPECTATION		Cold War including:
EXPECTATION	8.1.1a.	Differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.  Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.1c.	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 American Treaty Alliance (NATO), and Warsaw Pact)  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.2.	Foreign Policy during the Cold War - Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including:
EXPECTATION	8.1.2c.	Direct conflicts within specific world regions including Germany and Cuba  Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.2e.	Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala)  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.9.	U.S. History and Geography - U.S. History and Geography (USHG) Era 9: America in a New Global Age
STANDARD	9.3.	Policy Debates
GRADE LEVEL EXPECTATION	9.3.1.	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:
EXPECTATION	9.3.1b.	National economic policy  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C1.	Civics - Conceptual Foundations of Civic and Political Life
STANDARD	1.2.	Alternative Forms of Government: Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?
GRADE LEVEL EXPECTATION	1.2.1.	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	1.2.2.	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	1.2.3.	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing: similarities and differences in sovereignty, diffusion of power, and institutional structure.  Module 9: Museum Grounds: Interdependence

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.C4.</b>	<b>Civics - The United States of America and World Affairs</b>
<b>STANDARD</b>	<b>4.2.</b>	<b>U.S. Role in International Institutions and Affairs: Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.1.</b>	Describe how different political systems interact in world affairs with respect to international issues.  Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.2.</b>	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).  Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.4.</b>	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).  Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.5.</b>	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.E3.</b>	<b>Economics - The International Economy</b>
<b>STANDARD</b>	<b>3.2.</b>	<b>Economic Interdependence - Trade: Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>3.2.2.</b>	Domestic Activity and World Trade - Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade.  Module 9: Museum Grounds: Interdependence

**Michigan Curriculum Standards  
Social Studies  
Grade 10 - Adopted 2007**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.F.</b>	<b>World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit</b>
<b>STANDARD</b>	<b>F1.</b>	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).  Module 1: The Museum Foundation Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.F.</b>	<b>World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit</b>

STANDARD	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.
GRADE LEVEL EXPECTATION	F2.1.	Changes brought on by the Agricultural Revolution, including the environmental impact of settlements  Module 1: The Museum Foundation
GRADE LEVEL EXPECTATION	F2.2.	TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze  Module 2: East Wing: The Ancients
GRADE LEVEL EXPECTATION	F2.3.	Classical China or India (Han China or Gupta empires)  Module 2: East Wing: The Ancients
GRADE LEVEL EXPECTATION	F2.4.	Classical Mediterranean (Greece and Rome)  Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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:
GRADE LEVEL EXPECTATION	F3.1.	Spatial representations of that growth  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.2.	Interactions with culturally diverse peoples  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.3.	Responses to the challenges offered by contact with different faiths  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.4.	Ways they influenced people's perceptions of the world.  Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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.  Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
<b>GRADE LEVEL EXPECTATION</b>	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:
<b>EXPECTATION</b>	4.1.2a.	Islam and Christianity (Roman Catholic and Orthodox) - increased trade and the Crusades Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	4.1.2b.	Islam and Hinduism in South Asia Module 2: East Wing: The Ancients
<b>EXPECTATION</b>	4.1.2c.	Continuing tensions between Catholic and Orthodox Christianity Module 5: South Wing: Renaissance/Reformation
<b>STRAND / STANDARD CATEGORY</b>	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
<b>STANDARD</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	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). Module 4: North Wing: The Crossroads
<b>GRADE LEVEL EXPECTATION</b>	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. Module 4: North Wing: The Crossroads
<b>STRAND / STANDARD CATEGORY</b>	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
<b>STANDARD</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	4.3.1.	Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by:
<b>EXPECTATION</b>	4.3.1a.	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. Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	4.3.1c.	Analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade. Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	4.3.1e.	Analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity. Module 4: North Wing: The Crossroads
<b>STRAND / STANDARD CATEGORY</b>	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
<b>STANDARD</b>	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.
GRADE LEVEL EXPECTATION	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.  Module 4: North Wing: The Crossroads
GRADE LEVEL EXPECTATION	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.  Module 2: East Wing: The Ancients
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.4.	The Eastern European System and the Byzantine Empire to 1500 - Analyze restructuring of the Eastern European system including:
EXPECTATION	4.3.4a.	The rise and decline of the Byzantine Empire  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4b.	The region's unique spatial location  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4c.	The region's political, economic, and religious transformations  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4d.	Emerging tensions between East and West  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.5.	Western Europe to 1500 - Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including:
EXPECTATION	4.3.5a.	The role and political impact of the Roman Catholic Church in European medieval society  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.5c.	The role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.5d.	The cultural and social impact of the Renaissance on Western and Northern Europe  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	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.
GRADE LEVEL	5.1.1.	Emerging Global System - Analyze the impact of increased oceanic travel including

EXPECTATION		changes in the global system of trade, migration, and political power as compared to the previous era.  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
GRADE LEVEL EXPECTATION	5.3.2.	East Asia through the 18th Century - Analyze the major political, religious, economic, and cultural transformations in East Asia by:
EXPECTATION	5.3.2a.	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.  Module 2: East Wing: The Ancients
EXPECTATION	5.3.2b.	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.  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
GRADE LEVEL EXPECTATION	5.3.5.	Europe through the 18th Century - Analyze the major political, religious, cultural and economic transformations in Europe by:
EXPECTATION	5.3.5a.	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.  Module 5: South Wing: Renaissance/Reformation
EXPECTATION	5.3.5b.	Analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism  Module 6: Transept: Enlightenment & Revolution
EXPECTATION	5.3.5c.	Analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society  Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
GRADE LEVEL EXPECTATION	5.3.6.	Latin America through the 18th Century - Analyze colonial transformations in Latin America, including:
EXPECTATION	5.3.6a.	The near-elimination of American Indian civilizations and peoples  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	6.1.3.	Increasing Global Interconnections - Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including:
EXPECTATION	6.1.3b.	The global spread of major innovations, technologies, and commodities via new global networks.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	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).  Module 6: Transept: Enlightenment & Revolution
GRADE LEVEL EXPECTATION	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).  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	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).  Module 6: Transept: Enlightenment & Revolution
GRADE LEVEL EXPECTATION	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).  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914

STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.3.	Industrialization - Analyze the origins, characteristics and consequences of industrialization across the world by:
EXPECTATION	6.2.3a.	Comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.3c.	Describing the environmental impacts of industrialization and urbanization.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.4.	Imperialism - Analyze the political, economic, and social causes and consequences of imperialism by:
EXPECTATION	6.2.4a.	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.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4b.	Describing the connection between imperialism and racism, including the social construction of race.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4c.	Comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.3.	Regional Content Expectations: Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.
GRADE LEVEL EXPECTATION	6.3.1.	Europe - Analyze the economic, political, and social transformations in Europe by:
EXPECTATION	6.3.1a.	Analyzing and explaining the impact of economic development on European society.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.3.1b.	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  Module 6: Transept: Enlightenment & Revolution
EXPECTATION	6.3.1c.	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).  Module 6: Transept: Enlightenment & Revolution

		Module 7: Museum Restaurant: Nationalism
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.1.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.1.</b>	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.  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.2.</b>	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).  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.3.</b>	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.  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.4.</b>	Global Technology - Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.5.</b>	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.  Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.2.</b>	<b>Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.2.1.</b>	<b>World War I - Analyze the causes, characteristics, and long-term consequences of World War I by:</b>
<b>EXPECTATION</b>	<b>7.2.1a.</b>	Analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism  Module 7: Museum Restaurant: Nationalism
<b>EXPECTATION</b>	<b>7.2.1b.</b>	Analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.1c.</b>	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  Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.2.</b>	<b>Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.2.2.</b>	<b>Inter-war Period - Analyze the transformations that shaped world societies between World War I and World War II by:</b>
<b>EXPECTATION</b>	<b>7.2.2b.</b>	Describing and explaining the rise of fascism and the spread of

		communism in Europe and Asia Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.2.</b>	<b>Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.2.3.</b>	<b>World War II - Analyze the causes, course, characteristics, and immediate consequences of World War II by:</b>
<b>EXPECTATION</b>	<b>7.2.3a.</b>	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) Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3b.</b>	Explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3c.</b>	Analyzing the major turning points and unique characteristics of the war Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3d.</b>	Explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	<b>7.2.3e.</b>	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 Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.3.</b>	<b>Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.3.1.</b>	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. Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.3.2.</b>	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. Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.3.</b>	<b>Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.3.3.</b>	Asia - Analyze the political, economic, and social transformations that occurred in this era, including:
<b>EXPECTATION</b>	<b>7.3.3b.</b>	Chinese nationalism, the emergence of communism, and civil war Module 9: Museum Grounds: Interdependence
<b>STRAND /</b>	<b>MI.8.</b>	<b>World History and Geography - World History and Geography (WHG) Era 8:</b>

STANDARD CATEGORY		The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	8.1.2.	Cold War Conflicts - Describe the major arenas of conflict, including:
EXPECTATION	8.1.2b.	Ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	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).  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG1.	Population: Explain the causes and consequences of population changes over the past 50 years by analyzing: the:
GRADE LEVEL EXPECTATION	CG1.2.	Distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)  Module 2: East Wing: The Ancients Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	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:
GRADE LEVEL EXPECTATION	CG2.1.	Change in spatial distribution and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL	CG2.2.	The differences in ways societies have been using and distributing natural resources

EXPECTATION		Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.3.	Social, political, economic, and environmental consequences of the development, distribution, and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.4.	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)  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG3.	Patterns of Global Interactions: Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:
GRADE LEVEL EXPECTATION	CG3.4.	Comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG4.	Conflict, Cooperation, and Security: Analyze the causes and challenges of continuing and new conflicts by describing:
GRADE LEVEL EXPECTATION	CG4.3.	Local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.6.	U.S. History and Geography - U.S. History and Geography (USHG) Era 6: The Development of an Industrial, Urban, and Global United States (1870-1930)
STANDARD	6.2.	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.
GRADE LEVEL EXPECTATION	6.2.4.	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.  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.1.	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:
EXPECTATION	7.2.1a.	The political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1b.	The differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan

		Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1c.	United States neutrality Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1d.	The bombing of Pearl Harbor Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.2.	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). Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	7.2.4.	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). Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.1.	Origins and Beginnings of Cold War - Analyze the factors that contributed to the Cold War including:
EXPECTATION	8.1.1a.	Differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.1c.	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 American Treaty Alliance (NATO), and Warsaw Pact) Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.2.	Foreign Policy during the Cold War - Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including:
EXPECTATION	8.1.2c.	Direct conflicts within specific world regions including Germany and Cuba Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.2e.	Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.9.	U.S. History and Geography - U.S. History and Geography (USHG) Era 9: America in a New Global Age
STANDARD	9.3.	Policy Debates
GRADE LEVEL	9.3.1.	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

EXPECTATION		democratic values or constitutional principles:
EXPECTATION	9.3.1b.	National economic policy Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C1.	Civics - Conceptual Foundations of Civic and Political Life
STANDARD	1.2.	Alternative Forms of Government: Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?
GRADE LEVEL EXPECTATION	1.2.1.	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	1.2.2.	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	1.2.3.	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing: similarities and differences in sovereignty, diffusion of power, and institutional structure.  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C4.	Civics - The United States of America and World Affairs
STANDARD	4.2.	U.S. Role in International Institutions and Affairs: Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?
GRADE LEVEL EXPECTATION	4.2.1.	Describe how different political systems interact in world affairs with respect to international issues.  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	4.2.2.	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	4.2.4.	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	4.2.5.	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.E3.	Economics - The International Economy
STANDARD	3.2.	Economic Interdependence - Trade: Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.

GRADE LEVEL EXPECTATION	3.2.2.	Domestic Activity and World Trade - Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade.  Module 9: Museum Grounds: Interdependence
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**Michigan Curriculum Standards  
Social Studies  
Grade 11 - Adopted 2007**

STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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).  Module 1: The Museum Foundation Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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.
GRADE LEVEL EXPECTATION	F2.1.	Changes brought on by the Agricultural Revolution, including the environmental impact of settlements  Module 1: The Museum Foundation
GRADE LEVEL EXPECTATION	F2.2.	TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze  Module 2: East Wing: The Ancients
GRADE LEVEL EXPECTATION	F2.3.	Classical China or India (Han China or Gupta empires)  Module 2: East Wing: The Ancients
GRADE LEVEL EXPECTATION	F2.4.	Classical Mediterranean (Greece and Rome)  Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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:
GRADE LEVEL EXPECTATION	F3.1.	Spatial representations of that growth  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.2.	Interactions with culturally diverse peoples  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.3.	Responses to the challenges offered by contact with different faiths  Module 3: West Wing: Traditions and Religions

GRADE LEVEL EXPECTATION	F3.4.	Ways they influenced people's perceptions of the world.  Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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.  Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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:
EXPECTATION	4.1.2a.	Islam and Christianity (Roman Catholic and Orthodox) - increased trade and the Crusades  Module 4: North Wing: The Crossroads
EXPECTATION	4.1.2b.	Islam and Hinduism in South Asia  Module 2: East Wing: The Ancients
EXPECTATION	4.1.2c.	Continuing tensions between Catholic and Orthodox Christianity  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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).  Module 4: North Wing: The Crossroads
GRADE LEVEL EXPECTATION	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.  Module 4: North Wing: The Crossroads

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.4.</b>	<b>World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.</b>
<b>STANDARD</b>	<b>4.3.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.3.1.</b>	<b>Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by:</b>
<b>EXPECTATION</b>	<b>4.3.1a.</b>	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.  Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.1c.</b>	Analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade.  Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.1e.</b>	Analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.  Module 4: North Wing: The Crossroads
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.4.</b>	<b>World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.</b>
<b>STANDARD</b>	<b>4.3.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.3.2.</b>	<b>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.</b>  Module 4: North Wing: The Crossroads
<b>GRADE LEVEL EXPECTATION</b>	<b>4.3.3.</b>	<b>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.</b>  Module 2: East Wing: The Ancients
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.4.</b>	<b>World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.</b>
<b>STANDARD</b>	<b>4.3.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.3.4.</b>	<b>The Eastern European System and the Byzantine Empire to 1500 - Analyze restructuring of the Eastern European system including:</b>
<b>EXPECTATION</b>	<b>4.3.4a.</b>	The rise and decline of the Byzantine Empire  Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.4b.</b>	The region's unique spatial location  Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.4c.</b>	The region's political, economic, and religious transformations  Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.4d.</b>	Emerging tensions between East and West  Module 4: North Wing: The Crossroads

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.4.</b>	<b>World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.</b>
<b>STANDARD</b>	<b>4.3.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>4.3.5.</b>	<b>Western Europe to 1500 - Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including:</b>
<b>EXPECTATION</b>	<b>4.3.5a.</b>	The role and political impact of the Roman Catholic Church in European medieval society Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.5c.</b>	The role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states Module 4: North Wing: The Crossroads
<b>EXPECTATION</b>	<b>4.3.5d.</b>	The cultural and social impact of the Renaissance on Western and Northern Europe Module 5: South Wing: Renaissance/Reformation
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.5.</b>	<b>World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries</b>
<b>STANDARD</b>	<b>5.1.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.1.1.</b>	<b>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.</b> Module 5: South Wing: Renaissance/Reformation
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.5.</b>	<b>World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries</b>
<b>STANDARD</b>	<b>5.3.</b>	<b>Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.2.</b>	<b>East Asia through the 18th Century - Analyze the major political, religious, economic, and cultural transformations in East Asia by:</b>
<b>EXPECTATION</b>	<b>5.3.2a.</b>	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. Module 2: East Wing: The Ancients
<b>EXPECTATION</b>	<b>5.3.2b.</b>	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. Module 4: North Wing: The Crossroads
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.5.</b>	<b>World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries</b>
<b>STANDARD</b>	<b>5.3.</b>	<b>Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>5.3.5.</b>	<b>Europe through the 18th Century - Analyze the major political, religious, cultural and economic transformations in Europe by:</b>
<b>EXPECTATION</b>	<b>5.3.5a.</b>	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.

		Module 5: South Wing: Renaissance/Reformation
EXPECTATION	5.3.5b.	Analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism  Module 6: Transept: Enlightenment & Revolution
EXPECTATION	5.3.5c.	Analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society  Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
GRADE LEVEL EXPECTATION	5.3.6.	Latin America through the 18th Century - Analyze colonial transformations in Latin America, including:
EXPECTATION	5.3.6a.	The near-elimination of American Indian civilizations and peoples  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	6.1.3.	Increasing Global Interconnections - Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including:
EXPECTATION	6.1.3b.	The global spread of major innovations, technologies, and commodities via new global networks.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	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.
GRADE LEVEL EXPECTATION	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).

		Module 6: Transept: Enlightenment & Revolution
GRADE LEVEL EXPECTATION	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).  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	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).  Module 6: Transept: Enlightenment & Revolution
GRADE LEVEL EXPECTATION	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).  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.3.	Industrialization - Analyze the origins, characteristics and consequences of industrialization across the world by:
EXPECTATION	6.2.3a.	Comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.3c.	Describing the environmental impacts of industrialization and urbanization.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.4.	Imperialism - Analyze the political, economic, and social causes and consequences of imperialism by:
EXPECTATION	6.2.4a.	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.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4b.	Describing the connection between imperialism and racism, including the social construction of race.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4c.	Comparing British policies in South Africa and India, French polices in

		Indochina, and Japanese policies in Asia. Module 7: Museum Restaurant: Nationalism
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.6.</b>	<b>World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914</b>
<b>STANDARD</b>	<b>6.3.</b>	<b>Regional Content Expectations: Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>6.3.1.</b>	<b>Europe - Analyze the economic, political, and social transformations in Europe by:</b>
<b>EXPECTATION</b>	<b>6.3.1a.</b>	Analyzing and explaining the impact of economic development on European society. Module 7: Museum Restaurant: Nationalism
<b>EXPECTATION</b>	<b>6.3.1b.</b>	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 Module 6: Transept: Enlightenment & Revolution
<b>EXPECTATION</b>	<b>6.3.1c.</b>	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). Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.1.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.1.</b>	<b>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.</b> Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.2.</b>	<b>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).</b> Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.3.</b>	<b>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.</b> Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.4.</b>	<b>Global Technology - Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</b> Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.1.5.</b>	<b>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.</b> Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>

STANDARD	7.2.	Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.
GRADE LEVEL EXPECTATION	7.2.1.	World War I - Analyze the causes, characteristics, and long-term consequences of World War I by:
EXPECTATION	7.2.1a.	Analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism  Module 7: Museum Restaurant: Nationalism
EXPECTATION	7.2.1b.	Analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1c.	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  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	7.2.	Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.
GRADE LEVEL EXPECTATION	7.2.2.	Inter-war Period - Analyze the transformations that shaped world societies between World War I and World War II by:
EXPECTATION	7.2.2b.	Describing and explaining the rise of fascism and the spread of communism in Europe and Asia  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	7.2.	Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.
GRADE LEVEL EXPECTATION	7.2.3.	World War II - Analyze the causes, course, characteristics, and immediate consequences of World War II by:
EXPECTATION	7.2.3a.	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)  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.3b.	Explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah)  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.3c.	Analyzing the major turning points and unique characteristics of the war  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.3d.	Explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.3e.	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

		Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.3.</b>	<b>Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.3.1.</b>	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.  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>7.3.2.</b>	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.  Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.7.</b>	<b>World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945</b>
<b>STANDARD</b>	<b>7.3.</b>	<b>Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>7.3.3.</b>	Asia - Analyze the political, economic, and social transformations that occurred in this era, including:
<b>EXPECTATION</b>	<b>7.3.3b.</b>	Chinese nationalism, the emergence of communism, and civil war  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.8.</b>	<b>World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945</b>
<b>STANDARD</b>	<b>8.1.</b>	<b>Global and Cross-temporal Expectations: Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>8.1.1.</b>	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.  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.8.</b>	<b>World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945</b>
<b>STANDARD</b>	<b>8.1.</b>	<b>Global and Cross-temporal Expectations: Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>8.1.2.</b>	Cold War Conflicts - Describe the major arenas of conflict, including:
<b>EXPECTATION</b>	<b>8.1.2b.</b>	Ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.8.</b>	<b>World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945</b>
<b>STANDARD</b>	<b>8.1.</b>	<b>Global and Cross-temporal Expectations: Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>8.1.4.</b>	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).

		Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG1.	Population: Explain the causes and consequences of population changes over the past 50 years by analyzing: the:
GRADE LEVEL EXPECTATION	CG1.2.	Distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)  Module 2: East Wing: The Ancients Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	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:
GRADE LEVEL EXPECTATION	CG2.1.	Change in spatial distribution and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.2.	The differences in ways societies have been using and distributing natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.3.	Social, political, economic, and environmental consequences of the development, distribution, and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.4.	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)  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG3.	Patterns of Global Interactions: Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:
GRADE LEVEL EXPECTATION	CG3.4.	Comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG4.	Conflict, Cooperation, and Security: Analyze the causes and challenges of continuing and new conflicts by describing:
GRADE LEVEL EXPECTATION	CG4.3.	Local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights  Module 9: Museum Grounds: Interdependence
STRAND /	MI.6.	U.S. History and Geography - U.S. History and Geography (USHG) Era 6:

STANDARD CATEGORY		The Development of an Industrial, Urban, and Global United States (1870-1930)
STANDARD	6.2.	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.
GRADE LEVEL EXPECTATION	6.2.4.	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.  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.1.	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:
EXPECTATION	7.2.1a.	The political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1b.	The differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1c.	United States neutrality  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1d.	The bombing of Pearl Harbor  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.2.	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).  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	7.2.4.	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).  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.1.	Origins and Beginnings of Cold War - Analyze the factors that contributed to the Cold War including:
EXPECTATION	8.1.1a.	Differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.

		Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.1c.	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 American Treaty Alliance (NATO), and Warsaw Pact)  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.2.	Foreign Policy during the Cold War - Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including:
EXPECTATION	8.1.2c.	Direct conflicts within specific world regions including Germany and Cuba  Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.2e.	Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala)  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.9.	U.S. History and Geography - U.S. History and Geography (USHG) Era 9: America in a New Global Age
STANDARD	9.3.	Policy Debates
GRADE LEVEL EXPECTATION	9.3.1.	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:
EXPECTATION	9.3.1b.	National economic policy  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C1.	Civics - Conceptual Foundations of Civic and Political Life
STANDARD	1.2.	Alternative Forms of Government: Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?
GRADE LEVEL EXPECTATION	1.2.1.	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	1.2.2.	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	1.2.3.	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing: similarities and differences in sovereignty, diffusion of power, and institutional structure.  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C4.	Civics - The United States of America and World Affairs
STANDARD	4.2.	U.S. Role in International Institutions and Affairs: Identify the roles of the

		United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?
GRADE LEVEL EXPECTATION	4.2.1.	Describe how different political systems interact in world affairs with respect to international issues. Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	4.2.2.	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	4.2.4.	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International). Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	4.2.5.	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol). Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.E3.	Economics - The International Economy
STANDARD	3.2.	Economic Interdependence - Trade: Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.
GRADE LEVEL EXPECTATION	3.2.2.	Domestic Activity and World Trade - Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. Module 9: Museum Grounds: Interdependence

### Michigan Curriculum Standards

#### Social Studies

#### Grade 12 - Adopted 2007

STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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).  Module 1: The Museum Foundation Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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.

GRADE LEVEL EXPECTATION	F2.1.	Changes brought on by the Agricultural Revolution, including the environmental impact of settlements  Module 1: The Museum Foundation
GRADE LEVEL EXPECTATION	F2.2.	TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze  Module 2: East Wing: The Ancients
GRADE LEVEL EXPECTATION	F2.3.	Classical China or India (Han China or Gupta empires)  Module 2: East Wing: The Ancients
GRADE LEVEL EXPECTATION	F2.4.	Classical Mediterranean (Greece and Rome)  Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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:
GRADE LEVEL EXPECTATION	F3.1.	Spatial representations of that growth  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.2.	Interactions with culturally diverse peoples  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.3.	Responses to the challenges offered by contact with different faiths  Module 3: West Wing: Traditions and Religions
GRADE LEVEL EXPECTATION	F3.4.	Ways they influenced people's perceptions of the world.  Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.F.	World History and Geography - Foundations WHG 1-3: Beginning the High School World History and Geography Course/Credit
STANDARD	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.  Module 2: East Wing: The Ancients Module 3: West Wing: Traditions and Religions
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 3: West Wing: Traditions and Religions Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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:

EXPECTATION	4.1.2a.	Islam and Christianity (Roman Catholic and Orthodox) - increased trade and the Crusades  Module 4: North Wing: The Crossroads
EXPECTATION	4.1.2b.	Islam and Hinduism in South Asia  Module 2: East Wing: The Ancients
EXPECTATION	4.1.2c.	Continuing tensions between Catholic and Orthodox Christianity  Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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).  Module 4: North Wing: The Crossroads
GRADE LEVEL EXPECTATION	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.  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.1.	Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by:
EXPECTATION	4.3.1a.	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.  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.1c.	Analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade.  Module 4: North Wing: The Crossroads
EXPECTATION	4.3.1e.	Analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.  Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	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. Module 4: North Wing: The Crossroads
GRADE LEVEL EXPECTATION	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. Module 2: East Wing: The Ancients
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.4.	The Eastern European System and the Byzantine Empire to 1500 - Analyze restructuring of the Eastern European system including:
EXPECTATION	4.3.4a.	The rise and decline of the Byzantine Empire Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4b.	The region's unique spatial location Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4c.	The region's political, economic, and religious transformations Module 4: North Wing: The Crossroads
EXPECTATION	4.3.4d.	Emerging tensions between East and West Module 4: North Wing: The Crossroads
STRAND / STANDARD CATEGORY	MI.4.	World History and Geography - World History and Geography (WHG) Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.
STANDARD	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.
GRADE LEVEL EXPECTATION	4.3.5.	Western Europe to 1500 - Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including:
EXPECTATION	4.3.5a.	The role and political impact of the Roman Catholic Church in European medieval society Module 4: North Wing: The Crossroads
EXPECTATION	4.3.5c.	The role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states Module 4: North Wing: The Crossroads
EXPECTATION	4.3.5d.	The cultural and social impact of the Renaissance on Western and Northern Europe Module 5: South Wing: Renaissance/Reformation
STRAND / STANDARD CATEGORY	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
STANDARD	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.
GRADE LEVEL EXPECTATION	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. Module 5: South Wing: Renaissance/Reformation
STRAND /	MI.5.	World History and Geography - World History and Geography (WHG) Era 5:

<b>STANDARD CATEGORY</b>		The Emergence of the First Global Age, 15th to 18th Centuries
<b>STANDARD</b>	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
<b>GRADE LEVEL EXPECTATION</b>	5.3.2.	East Asia through the 18th Century - Analyze the major political, religious, economic, and cultural transformations in East Asia by:
<b>EXPECTATION</b>	5.3.2a.	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.  Module 2: East Wing: The Ancients
<b>EXPECTATION</b>	5.3.2b.	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.  Module 4: North Wing: The Crossroads
<b>STRAND / STANDARD CATEGORY</b>	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
<b>STANDARD</b>	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
<b>GRADE LEVEL EXPECTATION</b>	5.3.5.	Europe through the 18th Century - Analyze the major political, religious, cultural and economic transformations in Europe by:
<b>EXPECTATION</b>	5.3.5a.	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.  Module 5: South Wing: Renaissance/Reformation
<b>EXPECTATION</b>	5.3.5b.	Analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism  Module 6: Transept: Enlightenment & Revolution
<b>EXPECTATION</b>	5.3.5c.	Analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society  Module 5: South Wing: Renaissance/Reformation Module 6: Transept: Enlightenment & Revolution
<b>STRAND / STANDARD CATEGORY</b>	MI.5.	World History and Geography - World History and Geography (WHG) Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
<b>STANDARD</b>	5.3.	Regional Content Expectations: Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.
<b>GRADE LEVEL EXPECTATION</b>	5.3.6.	Latin America through the 18th Century - Analyze colonial transformations in Latin America, including:
<b>EXPECTATION</b>	5.3.6a.	The near-elimination of American Indian civilizations and peoples  Module 4: North Wing: The Crossroads
<b>STRAND / STANDARD CATEGORY</b>	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
<b>STANDARD</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	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.  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.6.</b>	<b>World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914</b>
<b>STANDARD</b>	<b>6.1.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>6.1.3.</b>	<b>Increasing Global Interconnections - Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including:</b>
<b>EXPECTATION</b>	<b>6.1.3b.</b>	<b>The global spread of major innovations, technologies, and commodities via new global networks.</b>  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.6.</b>	<b>World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914</b>
<b>STANDARD</b>	<b>6.1.</b>	<b>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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>6.1.4.</b>	<b>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).</b>  Module 6: Transept: Enlightenment & Revolution
<b>GRADE LEVEL EXPECTATION</b>	<b>6.1.5.</b>	<b>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).</b>  Module 5: South Wing: Renaissance/Reformation
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.6.</b>	<b>World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914</b>
<b>STANDARD</b>	<b>6.2.</b>	<b>Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>6.2.1.</b>	<b>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).</b>  Module 6: Transept: Enlightenment & Revolution
<b>GRADE LEVEL EXPECTATION</b>	<b>6.2.2.</b>	<b>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).</b>  Module 7: Museum Restaurant: Nationalism
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.6.</b>	<b>World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914</b>
<b>STANDARD</b>	<b>6.2.</b>	<b>Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>6.2.3.</b>	<b>Industrialization - Analyze the origins, characteristics and consequences of industrialization across the world by:</b>

EXPECTATION	6.2.3a.	Comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.3c.	Describing the environmental impacts of industrialization and urbanization.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.2.	Interregional or Comparative Expectations: Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.
GRADE LEVEL EXPECTATION	6.2.4.	Imperialism - Analyze the political, economic, and social causes and consequences of imperialism by:
EXPECTATION	6.2.4a.	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.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4b.	Describing the connection between imperialism and racism, including the social construction of race.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.2.4c.	Comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia.  Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.6.	World History and Geography - World History and Geography (WHG) Era 6: An Age of Global Revolutions, 18th Century - 1914
STANDARD	6.3.	Regional Content Expectations: Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.
GRADE LEVEL EXPECTATION	6.3.1.	Europe - Analyze the economic, political, and social transformations in Europe by:
EXPECTATION	6.3.1a.	Analyzing and explaining the impact of economic development on European society.  Module 7: Museum Restaurant: Nationalism
EXPECTATION	6.3.1b.	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  Module 6: Transept: Enlightenment & Revolution
EXPECTATION	6.3.1c.	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).  Module 6: Transept: Enlightenment & Revolution Module 7: Museum Restaurant: Nationalism
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	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.
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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).  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	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.  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	7.2.	Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.
GRADE LEVEL EXPECTATION	7.2.1.	World War I - Analyze the causes, characteristics, and long-term consequences of World War I by:
EXPECTATION	7.2.1a.	Analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism  Module 7: Museum Restaurant: Nationalism
EXPECTATION	7.2.1b.	Analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1c.	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  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
STANDARD	7.2.	Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.
GRADE LEVEL EXPECTATION	7.2.2.	Inter-war Period - Analyze the transformations that shaped world societies between World War I and World War II by:
EXPECTATION	7.2.2b.	Describing and explaining the rise of fascism and the spread of communism in Europe and Asia  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND /	MI.7.	World History and Geography - World History and Geography (WHG) Era 7:

<b>STANDARD CATEGORY</b>		Global Crisis and Achievement, 1900-1945
<b>STANDARD</b>	7.2.	Interregional or Comparative Expectations: Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.
<b>GRADE LEVEL EXPECTATION</b>	7.2.3.	World War II - Analyze the causes, course, characteristics, and immediate consequences of World War II by:
<b>EXPECTATION</b>	7.2.3a.	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)  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	7.2.3b.	Explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah)  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	7.2.3c.	Analyzing the major turning points and unique characteristics of the war  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	7.2.3d.	Explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world  Module 8: Museum Basement: War, Depression
<b>EXPECTATION</b>	7.2.3e.	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  Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
<b>STANDARD</b>	7.3.	Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.
<b>GRADE LEVEL EXPECTATION</b>	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.  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	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.  Module 8: Museum Basement: War, Depression
<b>STRAND / STANDARD CATEGORY</b>	MI.7.	World History and Geography - World History and Geography (WHG) Era 7: Global Crisis and Achievement, 1900-1945
<b>STANDARD</b>	7.3.	Regional Content Expectations: Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.
<b>GRADE LEVEL EXPECTATION</b>	7.3.3.	Asia - Analyze the political, economic, and social transformations that occurred in this era, including:
<b>EXPECTATION</b>	7.3.3b.	Chinese nationalism, the emergence of communism, and civil war  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
<b>STANDARD</b>	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.

GRADE LEVEL EXPECTATION	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.  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	8.1.2.	Cold War Conflicts - Describe the major arenas of conflict, including:
EXPECTATION	8.1.2b.	Ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	World History and Geography - World History and Geography (WHG) Era 8: The Cold War and Its Aftermath: The 20th Century Since 1945
STANDARD	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.
GRADE LEVEL EXPECTATION	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).  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG1.	Population: Explain the causes and consequences of population changes over the past 50 years by analyzing: the:
GRADE LEVEL EXPECTATION	CG1.2.	Distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)  Module 2: East Wing: The Ancients Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	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:
GRADE LEVEL EXPECTATION	CG2.1.	Change in spatial distribution and use of natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.2.	The differences in ways societies have been using and distributing natural resources  Module 9: Museum Grounds: Interdependence
GRADE LEVEL EXPECTATION	CG2.3.	Social, political, economic, and environmental consequences of the development, distribution, and use of natural resources  Module 9: Museum Grounds: Interdependence

GRADE LEVEL EXPECTATION	CG2.4.	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)  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG3.	Patterns of Global Interactions: Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:
GRADE LEVEL EXPECTATION	CG3.4.	Comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.C.	World History and 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.
STANDARD	CG4.	Conflict, Cooperation, and Security: Analyze the causes and challenges of continuing and new conflicts by describing:
GRADE LEVEL EXPECTATION	CG4.3.	Local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights  Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.6.	U.S. History and Geography - U.S. History and Geography (USHG) Era 6: The Development of an Industrial, Urban, and Global United States (1870-1930)
STANDARD	6.2.	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.
GRADE LEVEL EXPECTATION	6.2.4.	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.  Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.1.	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:
EXPECTATION	7.2.1a.	The political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1b.	The differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan  Module 8: Museum Basement: War, Depression
EXPECTATION	7.2.1c.	United States neutrality  Module 8: Museum Basement: War, Depression

EXPECTATION	7.2.1d.	The bombing of Pearl Harbor Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.7.	U.S. History and Geography - U.S. History and Geography (USHG) Era 7: The Great Depression and World War II (1920-1945)
STANDARD	7.2.	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.
GRADE LEVEL EXPECTATION	7.2.2.	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). Module 8: Museum Basement: War, Depression
GRADE LEVEL EXPECTATION	7.2.4.	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). Module 8: Museum Basement: War, Depression
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.1.	Origins and Beginnings of Cold War - Analyze the factors that contributed to the Cold War including:
EXPECTATION	8.1.1a.	Differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.1c.	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 American Treaty Alliance (NATO), and Warsaw Pact) Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.8.	U.S. History and Geography - U.S. History and Geography (USHG) Era 8: Post-World War II United States (1945-1989)
STANDARD	8.1.	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 LEVEL EXPECTATION	8.1.2.	Foreign Policy during the Cold War - Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including:
EXPECTATION	8.1.2c.	Direct conflicts within specific world regions including Germany and Cuba Module 9: Museum Grounds: Interdependence
EXPECTATION	8.1.2e.	Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) Module 9: Museum Grounds: Interdependence
STRAND / STANDARD CATEGORY	MI.9.	U.S. History and Geography - U.S. History and Geography (USHG) Era 9: America in a New Global Age
STANDARD	9.3.	Policy Debates
GRADE LEVEL EXPECTATION	9.3.1.	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:
EXPECTATION	9.3.1b.	National economic policy Module 9: Museum Grounds: Interdependence

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.C1.</b>	<b>Civics - Conceptual Foundations of Civic and Political Life</b>
<b>STANDARD</b>	<b>1.2.</b>	<b>Alternative Forms of Government:</b> Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?
<b>GRADE LEVEL EXPECTATION</b>	<b>1.2.1.</b>	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.  Module 8: Museum Basement: War, Depression Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>1.2.2.</b>	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom).  Module 8: Museum Basement: War, Depression
<b>GRADE LEVEL EXPECTATION</b>	<b>1.2.3.</b>	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing: similarities and differences in sovereignty, diffusion of power, and institutional structure.  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.C4.</b>	<b>Civics - The United States of America and World Affairs</b>
<b>STANDARD</b>	<b>4.2.</b>	<b>U.S. Role in International Institutions and Affairs:</b> Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.1.</b>	Describe how different political systems interact in world affairs with respect to international issues.  Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.2.</b>	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).  Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.4.</b>	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).  Module 9: Museum Grounds: Interdependence
<b>GRADE LEVEL EXPECTATION</b>	<b>4.2.5.</b>	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).  Module 9: Museum Grounds: Interdependence
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.E3.</b>	<b>Economics - The International Economy</b>
<b>STANDARD</b>	<b>3.2.</b>	<b>Economic Interdependence - Trade:</b> Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.
<b>GRADE LEVEL EXPECTATION</b>	<b>3.2.2.</b>	<b>Domestic Activity and World Trade -</b> Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade.  Module 9: Museum Grounds: Interdependence

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