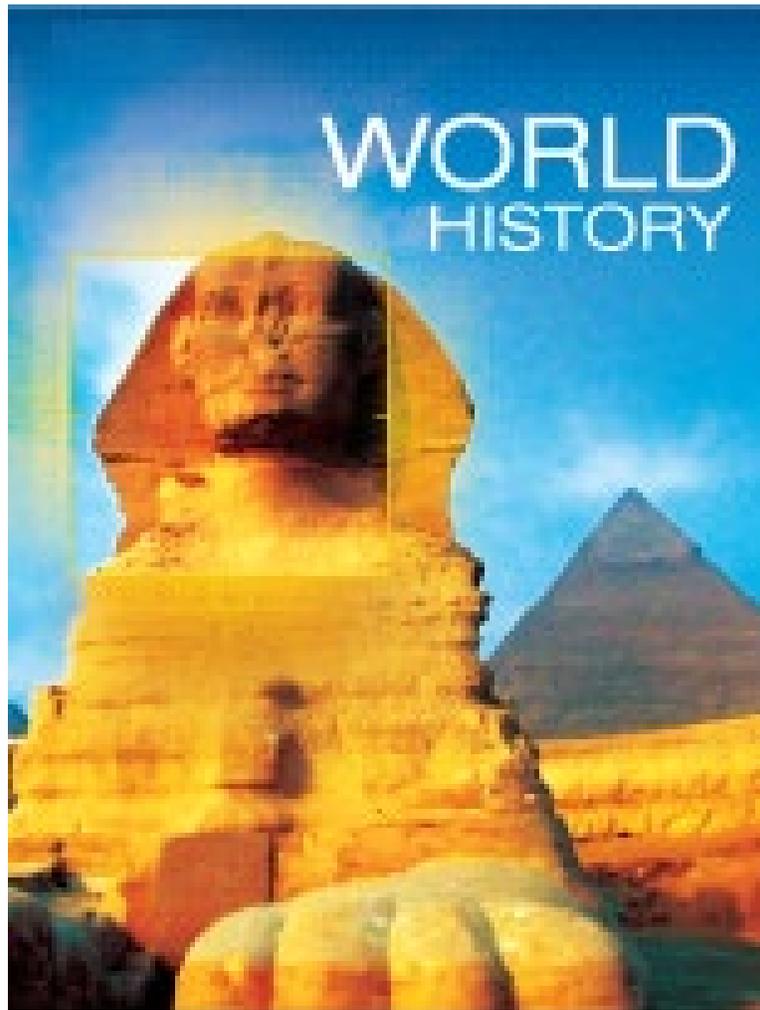


**A Planning Guide of  
World History  
Survey Edition**



and the

**Michigan Standards for Social Studies 2019  
High School World History and Geography**

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

**Table of Contents**

**World History Survey Student and Teacher Edition**

Topic 1: Origins of Civilization.....	3
Topic 2 The Ancient Middle East and Egypt.....	3
Topic 3: Ancient India and China.....	4
Topic 4: The Americas (Prehistory-A.D.1570) .....	6
Topic 5: Ancient Greece .....	8
Topic 6: Ancient Rome and the Origins of Christianity.....	9
Topic 7 Medieval Christian Europe.....	11
Topic 8: The Muslim World and Africa .....	14
Topic 9: Civilizations of Asia.....	19
Topic 10: The Renaissance and Reformation.....	22
Topic 11: New Global Connections .....	23
Topic 12: Absolutism and Revolution .....	28
Topic 13: The Industrial Revolution .....	31
Topic 14: Nationalism and the Spread of Democracy .....	36
Topic 15: The Age of Imperialism .....	41
Topic 16: World War I and the Russian Revolution .....	45
Topic 17: The World Between the Wars .....	50
Topic 18 World War II.....	56
Topic 19: The Cold War Era.....	62
Topic 20: New Nations Emerge.....	67
Topic 21 The World Today.....	69
<b>End Matter</b>	
Primary Sources .....	82
21st Century Skills.....	83
<b>Celebrating Your State Digital Resources.....</b>	<b>88</b>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>World History Survey Student and Teacher Edition</b>	
<b>Topic 1: Origins of Civilization</b>	
Topic Inquiry: Project-Based Learning Create an Early Civilization, TE 4-5	<p><b><u>Process and Skills</u></b></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.1 framing questions to guide inquiry.</p>
1.3 Civilization Begins	
Assessment, 19	<p><b><u>Content Expectations</u></b></p> <p>F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space.</p>
Topic 1 Assessment, 20-23	<p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance.</p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>F1.a.10 using spatial reasoning to evaluate the role of human-environment interactions in history.</p>
<b>Topic 2 The Ancient Middle East and Egypt</b>	
Topic Inquiry: Document-Based Question What is the Function of Law, TE 24-25	<p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.1 framing questions to guide inquiry.</p>
2.3 The Hebrews and the Origins of Judaism	
Ancient Israelites' Unique Belief System, 40-41	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Judaism's Legacy, 43-45	<p><b><u>Content Expectations</u></b></p> <p>F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions</p>
<b>2.4 Egyptian Civilization</b>	
Middle and New Kingdom Egypt, 48-50	<p><b><u>Content Expectations</u></b></p> <p>F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.</p>
The Old Kingdom, 47-48	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>
Topic 2 Assessment, 56-58	<p><b><u>Arc of Inquiry</u></b></p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>F1.a.6 using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional). 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>
<b>Topic 3: Ancient India and China</b>	
Topic 3 Opener, 60-61	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p>
Topic Inquiry: Document-Based Question What Makes an Ordered Society, TE 52-53	<p><b><u>Content Expectations</u></b></p> <p>F1.a.1 framing questions to guide inquiry.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
3.1 Early Civilization in South Asia	
Farming and Trade, 64	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
3.2 The Origins of Hinduism and Buddhism	
The Caste System Shapes India, 71	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>
3.3 Powerful Empires Emerge in India	
The Maurya Empire Builds a Strong Government, 75-77	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
Assessment, 80	<p><b><u>Content Expectations</u></b></p> <p>F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space.</p>
3.5 Strong Rulers Unite China	
The Silk Road Links China to the West, 92	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
Topic 3 Assessment, 96-98	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>F1.a.6 using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).</p> <p>F1.a.10 using spatial reasoning to evaluate the role of human-environment interactions in history.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>Topic 4: The Americas (Prehistory-A.D.1570)</b>	
Topic Inquiry: Project-Based Learning Create an Online Historical Atlas, TE 90-91	<p><b><u>Arc of Inquiry</u></b> 1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b><u>Process and Skills</u></b> P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p>
4.1 Civilizations of Middle America	
Civilizations Develop in the Americas, 102-104	<p><b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p>
The Maya, 105-106	<p><b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p>
Maya Cultural Life, 106-107	<p><b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p>
The Aztec, 108-110	<p><b><u>Process and Skills</u></b> P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p>
Assessment, 110	<p><b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>4.2 The World of the Incas</b>	
Inca Life, 113-115	<b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.
Assessment, 115	<b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.
Cultures Develop in the Desert Southwest, 116-117	<b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.
Cultures Develop in the East, 117-118	<b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.
Distinct Cultures Develop in Different Geographic Regions, 119-120	<b><u>Content Expectations</u></b> 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.
<b>4.3 The Peoples of North America</b>	
Topic 4 Assessment, 121-123	<b><u>Content Expectations</u></b> F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns. F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space. 4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<b>Topic 5: Ancient Greece</b>	
Topic Inquiry: Civic Discussion Athens or Sparta?, TE 114-115	<p><b><u>Arc of Inquiry</u></b></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p>
5.1 Early Greece	
Trade by Sea Brings Wealth, 128	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
5.2 The Greek City-States	
Greek Wars with Persia, 138-139	<p><b><u>Content Expectations</u></b></p> <p>F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
5.4 Alexander the Great and the Legacy of Greece	
Topic 5 Assessment, 153-155	<p><b><u>Arc of Inquiry</u></b></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance.</p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>F1.a.10 using spatial reasoning to evaluate the role of human-environment interactions in history.</p>
<b>Topic 6: Ancient Rome and the Origins of Christianity</b>	
Topic Inquiry: Document-Based Question Why Empires Collapse, TE 146-147	<p><b><u>Arc of Inquiry</u></b></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.1 framing questions to guide inquiry.</p>
6.1 The Roman Republic	
The Early Roman Republic, 159-160	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>
6.2 The Roman Empire: Rise and Decline	
The Roman Empire Splits, 168-169	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
6.4 The Origins of Christianity	
Christianity Spreads, 181-182	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>
Topic 6 Assessment, 185-187	<p><b><u>Arc of Inquiry</u></b></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance.</p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p> <p>F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<b>Topic 7 Medieval Christian Europe</b>	
Topic Inquiry: Project-Based Learning Create a Graphic Novel Spread About Medieval Christian Europe, TE 176-177	<p><b><u>Arc of Inquiry</u></b> 1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b><u>Process and Skills</u></b> P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p>
7.3 The Medieval Christian Church	
The Christian Church is Divided, 209-210	<p><b><u>Content Expectations</u></b> 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions</p>
7.4 Economic Expansion and Change: the Crusades and After	
New Trade Routes, 212	<p><b><u>Content Expectations</u></b> 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
Trade Fairs and the Hanseatic League, , 212	<p><b><u>Content Expectations</u></b> 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
The Crusades, 216-218	<p><b><u>Content Expectations</u></b> 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>
The Effects of the Crusades, 218-219	<p><b><u>Content Expectations</u></b> F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
A Growing Demand for Goods, 218	<p><b><u>Content Expectations</u></b> 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Reconquista, 219-220	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p>
Assessment, 220	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
7.5 The Feudal Monarchs and the Church	
Growth of the French Monarchy, 224-226	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
7.6 Learning, Literature, and Arts of the Middle Ages	
The Black Death Spreads Across Europe, 238-239	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
7.7 The Late Middle Ages: A Time of Upheaval	
Assessment, 242	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
7.8 Russian and Eastern Europe	
The Mongols Conquer Russia, 245-246	<p><b><u>Content Expectations</u></b></p> <p>4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Topic 7 Assessment, 251-253	<p><b><u>Arc of Inquiry</u></b></p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p><b><u>Process and Skills</u></b></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance.</p> <p>F1.a.6 using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).</p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.</p> <p>5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>Topic 8: The Muslim World and Africa</b>	
<p>Topic Inquiry: Civic Discussion The Battle of Tours, TE 232-233</p>	<p><b><u>Arc of Inquiry</u></b></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>
<b>8.1 The Origins of Islam</b>	
<p>Muhammad and Early Islam, 256-257</p>	<p><b><u>Content Expectations</u></b></p> <p>4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>8.2 A Muslim Empire</b>	
Umayyad Caliphs Create an Arab Empire, 263-265	<b><u>Content Expectations</u></b> 4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.
Arabs Join Together Under Islam, 261	<b><u>Content Expectations</u></b> 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.
Divisions Split Islam, 262-263	<b><u>Content Expectations</u></b> 4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.
Decline of the Arab Empire, 267-268	<b><u>Content Expectations</u></b> F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns. 4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.
<b>8.3 Achievements of Muslim Civilization 269-275</b>	
Literature, Art, and Architecture, 272-273	<b><u>Content Expectations</u></b> 4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.
An Emphasis on Knowledge, 273-275	<b><u>Content Expectations</u></b> 4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.
Assessment, 275	<b><u>Content Expectations</u></b> 4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
8.4 The Ottoman and Safavid Empires	
Growth of the Ottoman Empire, 276-277	<p><b><u>Content Expectations</u></b></p> <p>4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.</p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>
The Rise of the Safavids, 279-280	<p><b><u>Content Expectations</u></b></p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>
Assessment, 280	<p><b><u>Content Expectations</u></b></p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>
8.5 Early Civilization of Africa	
Islam Spreads, 284-285	<p><b><u>Content Expectations</u></b></p> <p>4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.</p>
Islam Spread , 284-285	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>
8.6 Kingdoms of West Africa	
Islam's Influence, 288	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Trade Grows Across the Sahara, 286-287	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
Songhai, 289-290	<p><b><u>Content Expectations</u></b></p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>
Assessment, 291	<p><b><u>Content Expectations</u></b></p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>
<b>8.7 Trading States of East Africa</b>	
Axum, 292-293	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>
<b>8.8 Diverse Peoples and traditions in Africa</b>	
Religion, 300-301	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Topic 8 Assessment, 303-304	<p><b><u>Arc of Inquiry</u></b></p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance.</p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>F1.a.10 using spatial reasoning to evaluate the role of human-environment interactions in history.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<b>Topic 9: Civilizations of Asia</b>	
<p>Topic Inquiry: Topic Inquiry Civic Discussion Genghis Khan, TE 284-285</p>	<p><b><u>Arc of Inquiry</u></b></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>
9.1 The Delhi Sultanate and Mughal India	
<p>The Meeting of Islam and Hinduism , 309-311</p>	<p><b><u>Content Expectations</u></b></p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Sikhism Emerges, 311-312	<b><u>Content Expectations</u></b> 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.
Mughal India, 312-313	<b><u>Content Expectations</u></b> 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.
Assessment, 313	<b><u>Content Expectations</u></b> 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems. 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.
9.2 Golden Ages in China: Tang and Song Dynasties	
The Tang Dynasty Restores China to Glory, 314-315	<b><u>Process and Skills</u></b> P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
The Growth of Trade, 316-317	<b><u>Content Expectations</u></b> 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.
9.3 The Mongol Empires and Ming China	
Mongols Build an Empire, 321-322	<b><u>Content Expectations</u></b> 4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.
Mongols Rule China, 323-322	<b><u>Content Expectations</u></b> 4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Chinese Rule Restored by the Ming, 324-326	<p><b><u>Content Expectations</u></b></p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.</p>
The Ming Turn Inward, 326-327	<p><b><u>Content Expectations</u></b></p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p>
Assessment, 327	<p><b><u>Content Expectations</u></b></p> <p>4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.</p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes</p>
9.6 The Many Cultures of Southeast Asia	
Trade in the Southern Seas, 341-342	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p>
Topic 9 Assessment, 346-347	<p><b><u>Content Expectations</u></b></p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.</p> <p>4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire’s disintegration.</p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p> <p>5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>Topic 10: The Renaissance and Reformation</b>	
Topic 10 Opener, 348-349	<b><u>Arc of Inquiry</u></b> 1.1 explain how a question reflects an enduring issue in the field.
Topic Inquiry: Project-Based Learning Create a Hall of Fame Website, TE 328-329	<b><u>Arc of Inquiry</u></b> 1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.  <b><u>Process and Skills</u></b> P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.  <b><u>Content Expectations</u></b> F1.a.1 framing questions to guide inquiry.
10.1 The Italian Renaissance	
The Renaissance Begins in Italy, 352-353	<b><u>Content Expectations</u></b> F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.
10.3 The Protestant Reformation	
John Calvin Challenges the Church, 365-366	<b><u>Content Expectations</u></b> 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.
10.4 Reformation Ideas Spread	
The Catholic Reformation, 370-372	<b><u>Content Expectations</u></b> 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.
Religious Persecution Continues, 372-373	<b><u>Content Expectations</u></b> 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.
Assessment, 373	<b><u>Content Expectations</u></b>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
	5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.
10.5 The Scientific Revolution	
Topic 10 Assessment, 379-380	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field. 4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance. 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p>
<b>Topic 11: New Global Connections</b>	
Topic 11 Opener, 382-383	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p>
Topic Inquiry: Document-Based Question What was the Impact of the Columbian Exchange? , TE 362-363	<p><b><u>Arc of Inquiry</u></b></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><b><u>Process and Skills</u></b></p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p>
11.1 Europeans Explore Overseas	

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Search for a Route to the Pacific, 388-389	<b><u>Content Expectations</u></b> 5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.
Assessment, 389	<b><u>Content Expectations</u></b> 5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.
11.2 Europeans Gain Footholds in Asia	
Europeans Trade in Mughal India, 392-393	<b><u>Content Expectations</u></b> 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.
Ming China and Europe, 393-394	<b><u>Content Expectations</u></b> 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes
The Manchus Conquer China, 394-395	<b><u>Content Expectations</u></b> 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes
Korea and Japan Choose Isolation, 395-396	<b><u>Content Expectations</u></b> 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes
Assessment, 396	<b><u>Content Expectations</u></b> 5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes
11.3 European Conquests in the Americas	

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
First Encounters, 397-398	<b><u>Content Expectations</u></b> 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.
Cortes Conquers the Aztecs, 398-399	<b><u>Content Expectations</u></b> 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.
Governing the Spanish Empire, 401-403	<b><u>Content Expectations</u></b> 5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era. 5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems. 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.
The Impact of Spanish Colonization, 404-405	<b><u>Content Expectations</u></b> 5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era. 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.
Assessment, 405	<b><u>Content Expectations</u></b> 5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.
11.4 European Colonies in North America	
The 13 English Colonies, 407-409	<b><u>Content Expectations</u></b> 5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.
11.5 The Slave Trade and Its Impact on Africa, 411-412	<b><u>Content Expectations</u></b>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
	5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.
The Atlantic Slave Trade, 413-414	<p><b><u>Content Expectations</u></b></p> <p>4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.</p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p> <p>5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p>
Horrors of the Middle Passage, , 414	<p><b><u>Content Expectations</u></b></p> <p>5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p>
Impact of the Slave Trade, 414-416	<p><b><u>Content Expectations</u></b></p> <p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p> <p>5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p>
Assessment, 416	<b><u>Content Expectations</u></b>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
	<p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p> <p>5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p>
11.6 Effects of Global Contact	
The Columbian Exchange, 417-418	<p><b><u>Content Expectations</u></b></p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p> <p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p>
A Commercial Revolution, 418-420	<p><b><u>Content Expectations</u></b></p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p> <p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p>
Mercantilism, 420-421	<p><b><u>Content Expectations</u></b></p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p>
Assessment, 421	<p><b><u>Content Expectations</u></b></p> <p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p>
Topic 11 Assessment, 422-423	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
	<p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b><u>Process and Skills</u></b></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>F1.a.6 using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).</p> <p><b><u>Content Expectations</u></b></p> <p>5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.</p> <p>5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.</p> <p>5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p> <p>5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.</p> <p>5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes</p>
<b>Topic 12: Absolutism and Revolution</b>	

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Topic Inquiry: Document-Based Question What Rights Should Everyone Have? , TE 404-405	<p><b><u>Arc of Inquiry</u></b> 3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b><u>Process and Skills</u></b> P1.5 Construct and present an argument supported with evidence. P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p><b><u>Content Expectations</u></b> F1.a.1 framing questions to guide inquiry.</p>
<b>12.5 The American Revolution</b>	
The American Revolution, , 463	<p><b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power. 6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.</p>
Assessment, 465	<p><b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
<b>12.6 The French Revolution Begins</b>	
The Old Regime in France, 466-468	<p><b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
The National Assembly, 471-473	<p><b><u>Content Expectations</u></b></p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
	6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
Reforms of the National Assembly, 473-474	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
Assessment, 474	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
12.7 A Radical Phase	
Radicals Gain Strength, 475-477	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
The Monarchy is Abolished, 477-478	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
The Revolution Transforms France, 479-480	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.  6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.
Assessment, 481	<b><u>Content Expectations</u></b>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
	6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
12.8 The Age of Napoleon	
Napoleonic Wars, 483-485	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>
Topic 12 Assessment, 490-493	<p><b><u>Process and Skills</u></b></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.6 using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.</p>
<b>Topic 13: The Industrial Revolution</b>	
Topic Inquiry: Document-Based Inquiry Who Should Control Economic Decisions? , TE 462-463	<p><b><u>Arc of Inquiry</u></b></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.5 Construct and present an argument supported with evidence.</p>
13.1 The Industrial Revolution Begins	

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
New Ways of Working Change Life, 496-497	<b><u>Content Expectations</u></b> 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.
A New Agricultural Revolution, 497-498	<b><u>Content Expectations</u></b> 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances. 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.
Coal, Steam, and the Energy Revolution, 498-499	<b><u>Content Expectations</u></b> 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.
Why Did the Industrial Revolution Start in Britain, 499-500	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
A Revolution in Transportation, 501-502	<b><u>Content Expectations</u></b> 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts
Industrialization Spreads, 502-503	<b><u>Content Expectations</u></b>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
	<p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.</p> <p>6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts</p>
Assessment, 503	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p> <p>6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts</p>
<b>13.2 Social Impact of Industrialism</b>	
The Rise of New Social Classes, 505-506	<p><b><u>Content Expectations</u></b></p> <p>6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts</p>
Benefits of the Industrial Revolution, 507-508	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
Laissez-Faire Economics, 508-509	<p><b><u>Content Expectations</u></b></p> <p>6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Socialist Thought Emerges, 510-511	<b><u>Content Expectations</u></b> 6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities
Marx and the Origins of Communism, 511-512	<b><u>Content Expectations</u></b> 6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities
Assessment, 512	<b><u>Content Expectations</u></b> 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts
13.3 The Second Industrial Revolution	
Advances in Transportation and Communication, 514-515	<b><u>Content Expectations</u></b> 7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.
Better Medicine, Nutrition, and Health, 516-517	<b><u>Content Expectations</u></b> 7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.
Assessment, 519	<b><u>Content Expectations</u></b> 7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.
Assessment, 519	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power. 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
13.4 Changing Ways of Life and Thought	
Topic 13 Assessment, 530-533	<p><b><u>Content Expectations</u></b></p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<b>Topic 14: Nationalism and the Spread of Democracy</b>	
<p>Topic Inquiry: Civic Discussion The Irish Potato Famine, TE 496-497</p>	<p><b><u>Arc of Inquiry</u></b></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P1.5 Construct and present an argument supported with evidence.</p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>
14.1 Revolutions Sweep Europe	
<p>Liberalism and Nationalism Spur Revolts, 537-538</p>	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
<p>Liberalism and Nationalism Spur Revolts, 537-538</p>	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p>
<p>Revolutions of 1830 and 1848, 539-540</p>	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Revolution of 1848 in France, 541-542	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power</p>
Revolutions Spread Across Europe, 542-544	<p><b><u>Content Expectations</u></b></p> <p>F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
Assessment, 544	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power</p>
14.2 Latin American Nations Win Independence	
Latin America Ripe for Revolution, 545-546	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>Content Expectations</u></b></p> <p>6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.</p>
Haiti Fights for Freedom, 546-547	<p><b><u>Content Expectations</u></b></p> <p>6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Revolts in Mexico and Central America, 547-548	<b><u>Content Expectations</u></b> 6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.
Discontent Sparks Revolts in South America, 548-549	<b><u>Content Expectations</u></b> 6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.
<b>14.3 The Unification of Germany</b>	
Moving Toward a Unified Germany, 550-551	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.
Bismarck Becomes the Architect of German Unity, 551-552	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.
The Iron Chancellor, 553-555	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.
Kaiser William II, 555-556	<b><u>Process and Skills</u></b> P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.
Assessment, 556	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
14.4 The Unification of Italy	
First Steps to Italian Unity, 557-558	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p> <p>6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p>
The Struggle for Italy, 558-559	<p><b><u>Content Expectations</u></b></p> <p>6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p>
Italy Faces New Challenges, 559-560	<p><b><u>Content Expectations</u></b></p> <p>6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p>
Assessment, 560	<p><b><u>Content Expectations</u></b></p> <p>6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p>
14.8 Nationalism in Eastern Europe and Russia	
Nationalism Endangers Old Empires, 579-580	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
The Dual Monarchy, 580	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
The Ottoman Empire Declines, 581	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Road to Revolution, 585-586	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power</p>
Assessment, 586	<p><b><u>Content Expectations</u></b></p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p>
Topic 14 Assessment, 587-589	<p><b><u>Process and Skills</u></b></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.4 contextualizing evidence and historical phenomena under study.</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.</p> <p>6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>Topic 15: The Age of Imperialism</b>	
Topic Inquiry: Document-Based Inquiry What was the Impact of Imperialism on India? , TE 550-551	<p><b><u>Arc of Inquiry</u></b> 1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b><u>Content Expectations</u></b> F1.a.1 framing questions to guide inquiry.</p>
15.1 The New Imperialism	
Motivations for the New Imperialism, 592-593	<p><b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
Western Imperialism Spreads Rapidly, 593-594	<p><b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
The Effects of Imperialism, 596-597	<p><b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
Assessment, 597	<p><b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
Motivations for the New Imperialism, 592-593	<p><b><u>Content Expectations</u></b> 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p>
Western Imperialism Spreads Rapidly, 593-594	<p><b><u>Content Expectations</u></b> 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
15.2 European Colonies in Africa	
European Contact Increases, 600-601	<p><b><u>Content Expectations</u></b></p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p>
European Nations Scramble for Colonies, 601-603	<p><b><u>Content Expectations</u></b></p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p> <p><b><u>Content Expectations</u></b></p> <p>6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
African Resistance, 603-604	<p><b><u>Content Expectations</u></b></p> <p>6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
Assessment, 604	<p><b><u>Content Expectations</u></b></p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p> <p>6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>
15.3 Europe and the Muslim World	
The Ottoman Empire Declines, 606-607	<p><b><u>Content Expectations</u></b></p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
European Imperialism in Persia, 608-609	<p><b><u>Content Expectations</u></b></p> <p>6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 609	<b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
15.4 India Becomes a British Colony	
The British East India Company, 610-612	<b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
India Under British Rule, 612	<b><u>Content Expectations</u></b> 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
The Growth of Indian Nationalism, 613-614	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
Assessment, 614	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
15.5 China and the West	
The Fall of the Qing Dynasty, 618-619	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.
Assessment, 619	<b><u>Content Expectations</u></b> 6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>15.6 The Modernization of Japan</b>	
The Opening of Japan, 621-622	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.
Transformation During the Meiji Period, 622-623	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.
Japan Builds an Empire, 623-624	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.
Assessment, 625	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.  6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts
<b>15.7 Southeast Asia and the Pacific</b>	
European Imperialism in Southeast Asia, 626-628	<b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
Imperialist Rivalry, 629	<b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.
<b>15.8 The Americas in the Age of Imperialism</b>	
U.S. Intervention in Latin America, 637	<b><u>Content Expectations</u></b> 6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Topic 15 Assessment, 641-643	<p><b><u>Content Expectations</u></b></p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p> <p>6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.</p> <p>6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
<b>Topic 16: World War I and the Russian Revolution</b>	
Topic 16 Opener, 644-645	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.5 explaining and applying different periodization schemes..</p>
Topic Inquiry: Project-Based Inquiry Create a Video Docudrama on The Impact of War, TE 604-605	<p><b><u>Arc of Inquiry</u></b></p> <p>1.3 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>
<b>16.1 World War I Begins</b>	
Major Causes of World War I, 647-649	<p><b><u>Content Expectations</u></b></p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
The Balkan Power Keg Explodes, 649	<p><b><u>Content Expectations</u></b></p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Alliance System Leads to War, 650-651	<p><b><u>Content Expectations</u></b></p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
Assessment, 651	<p><b><u>Content Expectations</u></b></p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
16.2 Fighting the Great War	
A New Kind of War, 652-654	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
Modern Military Technology, 654-655	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
A Global Conflict, 656-657	<p><b><u>Content Expectations</u></b></p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 657	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
16.3 World War I Ends	
Governments Direct Total War, 662-663	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
The Great War Ends, 662-663	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Making the Peace, 664-665	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
Effects of the Peace Settlements, 665-666	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
Assessment, 666	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
16.4 Revolution in Russia	
World War I Intensifies Discontent, 668	<p><b><u>Content Expectations</u></b></p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The October Revolution Brings the Bolsheviks to Power, 669-670	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p>
Assessment, 672	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>
Topic 16 Assessment, 673-675	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.</p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<b>Topic 17: The World Between the Wars</b>	
Topic 17 Opener, 676-677	<p><b><u>Arc of Inquiry</u></b> 1.1 explain how a question reflects an enduring issue in the field.</p> <p><b><u>Content Expectations</u></b> F1.a.5 explaining and applying different periodization schemes.</p>
Topic Inquiry: Civic Discussion Lenin or Stalin?, TE 634-635	<p><b><u>Arc of Inquiry</u></b> 1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b><u>Process and Skills</u></b> P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective. P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts. P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems. P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>
17.1 Revolution and Nationalism in Latin America	
The Mexican Revolution, 678-679	<p><b><u>Content Expectations</u></b> 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
Economic and Social Reforms, 679-681	<p><b><u>Content Expectations</u></b> 7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions. 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Nationalism Spreads in Latin America, 681-683	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
Assessment, 683	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
17.2 Nationalist Movements in Africa and the Middle East	
Africans Protest Colonial Rule, 684-685	<p><b><u>Content Expectations</u></b></p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
A Rising Tide of African Nationalism, 685-686	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
Modernization of Turkey and Prussia, 686-688	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions. .</p> <p>2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Nationalism and Conflict in the Middle East, 688-689	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
Assessment, 690	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
17.3 India Seeks Self-Rule	
Gandhi’s Philosophy of Civil Disobedience, 693	<p><b><u>Content Expectations</u></b></p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
Gandhi Takes a Stand, 693-694	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 694	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
17.4 New Forces in China and Japan	
Nationalists and Communists, 696-698	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
Assessment, 701	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
17.5 The West After World War I	
Scientific Discoveries, 704	<p><b><u>Content Expectations</u></b></p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p>
The Great Depression, 709-711	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.</p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 712	<p><b><u>Content Expectations</u></b></p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
17.6 Fascism Emerges in Italy	
The Rise of Mussolini, 713-714	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
Characteristics of Fascism, 715-716	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
Assessment, 716	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
17.7 The Soviet Union Under Stalin	
Stalin Builds a Command Economy, 717-719	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p>
17.8 The Rise of Nazi Germany	
Hitler Leads the Nazi Party, 726-727	<p><b><u>Content Expectations</u></b></p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Third Reich, 727-729	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>
Assessment, 730	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Topic 17 Assessment, 731-734	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.</p>
<b>Topic 18 World War II</b>	
Topic 18 Opener, 736-737	<p><b><u>Content Expectations</u></b></p> <p>F1.a.5 explaining and applying different periodization schemes.</p>
Topic Inquiry: Project-Based Learning Create a Tribute to World War II Participants, TE 696-697	<p><b><u>Arc of Inquiry</u></b></p> <p>1.4 explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b><u>Process and Skills</u></b></p> <p>P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.</p>
18.1 Aggression, Appeasement, and War	
A Pattern of Aggression, 738-740	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The Spanish Civil War, 740-741	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
German Aggression Continues, 741-742	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
World War II Begins, 743	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
Assessment, 743	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
<b>18.2 Axis Powers Advance</b>	
Axis Domination of Europe, 744-747	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
Nazis Attack the Soviet Union, , 747-748	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
U.S. Involvement in the War, 748-749	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p>
Assessment, 749	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p>
<b>18.3 The Holocaust</b>	
The Nazi Campaign Against the Jews, 750-752	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Jewish Resistance, 752-753	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
The Allies Respond to the Holocaust, 753-755	<p><b><u>Content Expectations</u></b></p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
Assessment, 755	<p><b><u>Content Expectations</u></b></p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
18.4 The Allies Turn the Tide	
A Commitment to Total War, 756-757	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p>
Progress on Three Fronts, 757-759	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p>
A Second Front in Europe, 759-761	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p>
Assessment, 761	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
18.5 Victory for the Allies	
End of the War in Europe, 762-763	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
End of the War in the Pacific, 764-765	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Aftermath of the War, 765-766	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
The United Nations is Formed, 767	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
Assessment, 768	<p><b><u>Content Expectations</u></b></p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.</p>
Topic 18 Assessment , 769-771	<p><b><u>Arc of Inquiry</u></b></p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.2 determining historical significance.</p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>F1.a.10 using spatial reasoning to evaluate the role of human-environment interactions in history.</p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
	<p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
<b>Topic 19: The Cold War Era</b>	
Topic 19 Opener, 772-773	<p><b><u>Content Expectations</u></b></p> <p>F1.a.5 explaining and applying different periodization schemes.</p>
Topic Inquiry: Civic Discussion The Cold War, TE 728-729	<p><b><u>Arc of Inquiry</u></b></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
19.1 A New Global conflict	
Wartime Alliance Breaks Apart, 774-775	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
Soviet Aggression Grows, 775-776	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
Two Opposing Sides in Europe, 777	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
The Nuclear Arms Race, 778-779	<b><u>Content Expectations</u></b> 7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians. 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
The Cold War Around the World, 779-780	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
The Soviet Union During the Cold War, 780-781	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
The United States in the Cold War, 781-782	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
Assessment, 782	<b><u>Content Expectations</u></b> F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space.7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
19.2 the Western Democracies and Japan	
Japan is Transformed, 788-789	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
Assessment, 790	<b><u>Content Expectations</u></b> F1.a.11 comparing and contrasting physical, political, economic, and cultural characteristics across time and space. 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
19.3 Communism in East Asia	
China and the Cold War, 793-794	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
The Two Koreas, 794-795	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 795	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
19.4 War in Southeast Asia	
The United States Enters the War, 797-798	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
The Vietnam War Ends, 798-800	<b><u>Content Expectations</u></b> 7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.
Assessment, 800	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
19.5 The Cold War Ends	
The Soviet Union Declines, 801-802	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.
The Soviet Union Collapses, 802-803	<b><u>Content Expectations</u></b> 7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Eastern Europe Transformed, 803-805	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.</p>
Assessment, 806	<p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p>
Topic 19 Assessment, 807-809	<p><b><u>Arc of Inquiry</u></b></p> <p>4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.4 Express social science ideas clearly in written, spoken, and graphic forms.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.</p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<b>Topic 20: New Nations Emerge</b>	
Topic Inquiry: Document-Based Inquiry How Should Nations Respond to Genocide?, TE 764-765	<b><u>Content Expectations</u></b> F1.a.1 framing questions to guide inquiry.
20.1 New Nations in South Asia and Southeast Asia	
Pakistan and Bangladesh Separate, 815-817	<b><u>Content Expectations</u></b> 7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts
Assessment, 820	<b><u>Content Expectations</u></b> 7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts
20.2 African Nations Win Independence	
The New Nations of Africa, 821-822	<b><u>Content Expectations</u></b> 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.
Ethnic Conflict and Genocide, 826-828	<b><u>Content Expectations</u></b> 7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present. 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.
Assessment, 828	<b><u>Content Expectations</u></b> 7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present. 7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
20.3 The Modern Middle East Takes Shape	
The Founding of Israel, 830-831	<b><u>Content Expectations</u></b> 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.
Assessment, 836	<b><u>Content Expectations</u></b> 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.
20.4 Conflicts in the Middle East	
Israel and Palestine, 837-838	<b><u>Content Expectations</u></b> 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.
Warfare in Iraq, 841-843	<b><u>Content Expectations</u></b> F1.a.9 analyzing maps and graphs to understand large-scale movement, trends, and patterns.
Assessment, 843	<b><u>Content Expectations</u></b> 7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Ethnic Conflict and Genocide, 844-847	<p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p> <p>7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>
<b>Topic 21 The World Today</b>	
Topic 21 Opener, 848-849	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p>
Topic Inquiry: Document-Based Inquiry How do Developed and Developing Countries Differ? , TE 796-797	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>Process and Skills</u></b></p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
21.1 Challenges of Development	
Working Toward Development, 850-852	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p> <p>CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.</p>
Challenges to Development, 852-853	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG3.a.1 economic interdependence of the world's countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>
Development Brings Social Change, 853-854	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 854	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>
<b>21.2 Challenges for African Nations</b>	
The Struggle for Equality in South Africa, 855-856	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
African Nations Face Economic Choices, 857-858	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p> <p>CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Continuing Challenges to Development, 858-860	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p> <p>CG2.a.1 changes in spatial distribution and use of natural resources.</p> <p>CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>
Assessment, 860	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p> <p>CG2.a.1 changes in spatial distribution and use of natural resources.</p> <p>CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
21.3 Rapid Development in China and India	
Reforms Bring Growth and Challenges, 862-863	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
India Builds a Modern Economy, 863-864	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>
Social Reform in India, , 864-865	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Assessment, 865	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>
21.4 Latin American nations Move Toward Democracy	
Poverty Challenges Latin America, 866-868	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p> <p>CG2.a.1 changes in spatial distribution and use of natural resources.</p> <p>CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p>
Dictatorship and Civil War, 868-869	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
U.S.-Latin American Relations, 870-871	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p>
The Long Road to Democracy in Argentina, 871-872	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
Assessment, 872	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG2.a.1 changes in spatial distribution and use of natural resources.</p> <p>CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
<b>21.5 The Industrialized World</b>	
A Reunited Germany, 873	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Conflict in Northern Ireland, 874-875	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
The Former Soviet Republics, 876-877	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>
War in Yugoslavia, 877-879	<p><b><u>Content Expectations</u></b></p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>CG4.a.2 causes of and responses to ethnic cleansing/genocide/mass killing.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
Assessment, 880	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>CG4.a.2 causes of and responses to ethnic cleansing/genocide/mass killing.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
21.6 Globalization and Trade	
Global Interdependence, 881-883	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG2.a.4 major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.</p> <p>CG3.a.1 economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.</p> <p>CG3.a.4 the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.</p> <p>CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.</p> <p>CG4.a.2 causes of and responses to ethnic cleansing/genocide/mass killing.</p>
International Organizations, 883-884	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG2.a.4 major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.</p> <p>CG3.a.1 economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Benefits and Costs of Globalization, 884-885	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.3 relationship of the population changes to global interactions, and their impact on different regions of the world.</p> <p>CG3.a.3 cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas.</p> <p>CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.</p>
Assessment, 885	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG2.a.4 major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.</p> <p>CG3.a.1 economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.</p> <p>CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.</p>
<b>21.7 Social and Environmental Issues</b>	
Global Challenges, 886-888	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p> <p>CG1.a.3 relationship of the population changes to global interactions, and their impact on different regions of the world.</p> <p>CG2.a.2 the differences in ways societies have been using and distributing natural resources.</p> <p>CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</p>
Human Rights, 889-891	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Development and the Environment, 891-893	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG2.a.1 changes in spatial distribution and use of natural resources. CG2.a.2 the differences in ways societies have been using and distributing natural resources. CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources. CG2.a.5 the impact of humans on the global environment.</p>
Assessment, 893	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density). CG1.a.3 relationship of the population changes to global interactions, and their impact on different regions of the world. CG2.a.1 changes in spatial distribution and use of natural resources CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources. CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p>
<b>21.8 Terrorism and International Security</b>	
The Threat of New Weapons, 894-895	<p><b><u>Content Expectations</u></b></p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p>
The Growing Threat of Terrorism, 895-897	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences. CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
The U.S. Response to Terrorism, 897-898	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
New Security Measures Introduced, 898	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.</p>
Assessment, 899	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
21.9 Advances in Science and Technology	
Space Exploration, 900-901	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.2 the exchanges of scientific, technological, and medical innovations.</p>
The Computer Revolution, 902	<p><b><u>Content Expectations</u></b></p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.2 the exchanges of scientific, technological, and medical innovations.</p>
Breakthroughs in Medicine and Biotechnology, 902-904	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.2 the exchanges of scientific, technological, and medical innovations.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
Assessment, 904	<p><b><u>Content Expectations</u></b></p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG3.a.2 the exchanges of scientific, technological, and medical innovations.</p>
Topic 21 Assessment, 905-907	<p><b><u>Arc of Inquiry</u></b></p> <p>1.1 explain how a question reflects an enduring issue in the field.</p> <p>4.2 construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place</p> <p><b><u>Process and Skills</u></b></p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.3 applying concepts of change over time, continuity, and multiple causes and consequences.</p> <p>7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.</p> <p>7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.</p> <p>7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

World History	Michigan Standards Social Studies 2019 High School World History and Geography
<p><b>Continued:</b> Topic 21 Assessment, 905-907</p>	<p><b>Continued:</b> <b><u>CG Contemporary Global Issues</u></b> CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology). CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density). CG1.a.3 relationship of the population changes to global interactions, and their impact on different regions of the world. CG2.a.3 social, political, economic, and environmental consequences of the development, distribution, and use of natural resources. CG2.a.4 major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations. CG3.a.1 economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking. CG3.a.2 the exchanges of scientific, technological, and medical innovations. CG3.a.3 cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas. CG3.a.5 distribution of wealth and resources and efforts to narrow the inequitable distribution of resources. CG4.a.1 tensions resulting from ethnic, territorial, religious, and/or nationalist differences. CG4.a.2 causes of and responses to ethnic cleansing/genocide/mass killing. CG4.a.3 local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights. CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
<b>End Matter</b>	
<b>Primary Sources</b>	
Code of Hammurabi, 934	<p><b><u>Content Expectations</u></b> F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Psalm 23, 935	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
<i>Analects</i> , Confucius, 937-938	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
English Bill of Rights, 942	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
<i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Olaudah Equiano, 945-946	<p><b><u>Content Expectations</u></b></p> <p>F1.a.8 sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).</p>
<i>“Freedom from Fear</i> , Aung San Suu Kyi, 957-958	<p><b><u>Process and Skills</u></b></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.7 recognizing that perspectives are shaped by different experiences across time and space.</p>
<b>21st Century Skills</b>	
Interpret Sources, 968	<p><b><u>Process and Skills</u></b></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.7 recognizing that perspectives are shaped by different experiences across time and space.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Analyze Data and Models, 969-970	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Read Charts, Graphs, and Tables, 970-971	<p><b><u>Process and Skills</u></b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Analyze Primary and Secondary Sources, 978-979	<p><b><u>Arc of Inquiry</u></b></p> <p>3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>3.2 evaluate the credibility of a source by examining how experts value the source.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.7 recognizing that perspectives are shaped by different experiences across time and space.</p>
Compare Points of View, 979-980	<p><b><u>Arc of Inquiry</u></b></p> <p>3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b><u>Content Expectations</u></b></p> <p>F1.a.7 recognizing that perspectives are shaped by different experiences across time and space.</p>
Identify Bias, 980-981	<p><b><u>Process and Skills</u></b></p> <p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Evaluate Existing Arguments, 981-982	<p><b><u>Arc of Inquiry</u></b></p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>
Consider and Counter Opposing Arguments, 982	<p><b><u>Arc of Inquiry</u></b></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.1 construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Participate in a Discussion or Debate, 983	<p><b><u>Process and Skills</u></b></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p>
Make Decisions, 986-987	<p><b><u>Arc of Inquiry</u></b></p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>
Being an Informed Citizen, 987	<p><b><u>Arc of Inquiry</u></b></p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p><b><u>Process and Skills</u></b></p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Political Participation, 988	<p><b><u>Arc of Inquiry</u></b></p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
Voting, 988-989	<p><b><u>Arc of Inquiry</u></b></p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>4.8 apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p>P4.1 Act within the rule of law and hold others to the same standard.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>
Serving on a Jury, 989-990	<p><b><u>Process and Skills</u></b></p> <p>P4.1 Act within the rule of law and hold others to the same standard.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
<b>Celebrating Your State Digital Resources</b>	
Celebrating Your State>Michigan>MI Activity WH 1: Questions That Reflect Enduring Issues	<b><u>Arc of Inquiry</u></b> 1.1 explain how a question reflects an enduring issue in the field.
Celebrating Your State>Michigan>MI Activity WH 2: Experts and Supporting Evidence	<b><u>Arc of Inquiry</u></b> 1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. 3.1 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
Celebrating Your State>Michigan>MI Activity WH 3: Writing and Using Supporting Questions	<b><u>Process and Skills</u></b> P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.
Celebrating Your State>Michigan>MI Activity WH 4: Evaluating Credibility of Sources	<b><u>Arc of Inquiry</u></b> 3.2 evaluate the credibility of a source by examining how experts value the source. 4.5 critique the use of the reasoning, sequencing, and supporting details of explanations.  <b><u>Process and Skills</u></b> P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.
Celebrating Your State>Michigan>MI Activity WH 5: Detect and Respond to Inconsistencies	<b><u>Arc of Inquiry</u></b> 3.3 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Celebrating Your State>Michigan>MI Activity WH 6: The Strengths and Limitations of Claims	<p><b><u>Arc of Inquiry</u></b></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>4.4 critique the use of claims and evidence in arguments for credibility.</p>
Celebrating Your State>Michigan>MI Activity WH 7: Strengths and Weaknesses of Explanations	<p><b><u>Arc of Inquiry</u></b></p> <p>3.4 refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>4.3 present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>
Celebrating Your State>Michigan> MI Activity WH 8: Critiquing Explanations and Alternative Explanations	<p><b><u>Process and Skills</u></b></p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>
Celebrating Your State>Michigan>MI Activity WH 9: Addressing Problems Over Time and Place	<p><b><u>Arc of Inquiry</u></b></p> <p>4.6 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Celebrating Your State>Michigan>MI Activity WH 10: Assessing Options for Action	<p><b><u>Arc of Inquiry</u></b></p> <p>4.7 assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b><u>Process and Skills</u></b></p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems</p>
Celebrating Your State>Michigan>MI Activity WH 11: Exploring the Interpretation of a Source by Experts	<p><b><u>Arc of Inquiry</u></b></p> <p>1.2 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>1.3 explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b><u>Process and Skills</u></b></p> <p>P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.</p>
Celebrating Your State>Michigan>MI Activity WH 12: Evaluating Data for Credibility	<p><b><u>Process and Skills</u></b></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>
Celebrating Your State>Michigan>MI Activity WH 13: Analyze Public Policy Issues	<p><b><u>Process and Skills</u></b></p> <p>vP3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.</p> <p>P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Celebrating Your State>Michigan>MI Activity WH 14: Public Policy and Constitutional Issues	<b><u>Process and Skills</u></b> P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.
Celebrating Your State>Michigan>MI Activity WH 15: Constructing and Refining Public Policy Claims	<b><u>Process and Skills</u></b> P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims. P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.
Celebrating Your State>Michigan>MI Activity WH 16: Critiquing Argument	<b><u>Process and Skills</u></b> P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.
Celebrating Your State>Michigan>MI Activity WH 17: Planning Activities to Advance Public Policy	<b><u>Process and Skills</u></b> P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.
Celebrating Your State>Michigan>MI Activity WH 18: Compare and Contrast Trade Systems	<b><u>Content Expectations</u></b> 4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.
Celebrating Your State>Michigan>MI Activity WH 19: Comparing and Contrasting the Rise of Nation-States	<b><u>Content Expectations</u></b> 6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Celebrating Your State>Michigan>MI Activity WH 20: Comparing and Contrasting the Causes and Consequences of Industrialization	<p><b><u>Content Expectations</u></b></p> <p>6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.</p>
Celebrating Your State>Michigan>MI Activity WH 21: How Warfare Has Changed	<p><b><u>Content Expectations</u></b></p> <p>7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.</p>
Celebrating Your State>Michigan>MI Activity WH 22: Analyzing Global Population Change	<p><b><u>Content Expectations</u></b></p> <p>6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.</p> <p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.1 population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).</p>
Celebrating Your State>Michigan>MI Activity WH 23: Gender Distribution and Its Consequences	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.2 distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).</p>
Celebrating Your State>Michigan>MI Activity WH 24: Consequences of Population Change in Different Regions	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG1.a.3 relationship of the population changes to global interactions, and their impact on different regions of the world</p>
Celebrating Your State>Michigan>MI Activity WH 25: Use and Distribution of Natural Resources	<p><b><u>CG Contemporary Global Issues</u></b></p> <p>CG2.a.2 the differences in ways societies have been using and distributing natural resources.</p>

**A Planning Guide of World History and the  
Michigan Standards for Social Studies 2019, High School World History and Geography**

<b>World History</b>	<b>Michigan Standards Social Studies 2019 High School World History and Geography</b>
Celebrating Your State>Michigan>MI Activity WH 26: Human Trafficking	<b><u>CG Contemporary Global Issues</u></b> CG3.a.1 economic interdependence of the world's countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking
Celebrating Your State>Michigan>MI Activity WH 21: How Warfare Has Changed; MI Activity WH 27: Private Militias	<b><u>CG Contemporary Global Issues</u></b> CG4.a.4 the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.

©2021 Savvas Learning Company LLC.