



MISSOURI
Social Studies Grade-Level Expectations
World History Grades 9-12
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OBJECTIVES	PAGE REFERENCES
Principles of Constitutional Democracy	
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
A. (1) Principles of constitutional democracy in the United States	
Examine changes in democracy and republics over time	SE: 123, 564, 629-630 <i>Turning Point</i> 123 <i>Section Assessment</i> 125 #4 <i>What If...</i> 913 TWE: BN 14 I 14 TP 123 ETC 625 CT 760
Apply the following in the context of the historical period being studied:	
• democracy	SE: 118, 123 <i>A Story That Matters</i> 108 <i>Why It Matters</i> 108 <i>Analyzing Maps and Charts</i> 643 #32, #34 TWE: BN 14 HY 108 ETC 118 E 123
• republic	SE: 156-158 <i>Reading Check</i> 157, 158 <i>Forms of Government</i> 643 <i>Analyzing Maps and Charts</i> 643 #33 TWE: CAT 162 WWW 377 CT 760 CLA 885
• changing role of government	SE: 131-132, 156-158, 439, 631-632, 876, 877-878 <i>Reading Check</i> 157 <i>A Story That Matters</i> 874 TWE: ETC 118 RC 157 NOTE: Teachers may use these references in a classroom setting to spark discussion of the ever-changing roles and natures of government and governing bodies.

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> representation 	SE: 156-157, 540-541, 625-626 <i>Reading Check</i> 116, 157, 158 <i>Picturing History</i> 625 TWE: RC 116 FCO 326D ETC 378, 625 SA 540 #8 NOTE: Teachers may use these references to engender classroom discussion pertaining to different kinds of representation: whether certain groups are represented in the voting system (universal suffrage); representation in a republic; or representation via diplomacy and ambassadorships, etc.
B. (2) Understanding the relevance and connection of constitutional principles	
Examine the relevance and explain the connection of constitutional principles in the following documents:	
<ul style="list-style-type: none"> Magna Carta 	SE: 297-299 <i>Turning Point</i> 297 <i>Section Assessment</i> 301 #1 TWE: TP 298 ETC 299
<ul style="list-style-type: none"> Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory 	SE: 518-519, 520, 522 <i>Picturing History</i> 519 <i>Reading Check</i> 521, 522 <i>Section Assessment</i> 525 #1, #2 TWE: PH 519 WA 519 RC 521, 522
World History	
2b. Knowledge of continuity and change in the history of the world (World History)	
A. (1) Knowledge of contributions and interactions of major world civilizations	
Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times	SE: 30-31, 38-41, 47-53, 54-60, 61-64, 71-79, 81-86, 89-97, 91-103, 110-113 TWE: FCO 34D C 64
B. (2) Influence of the Renaissance and Reformation	
Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments	SE: 382-387 <i>Why It Matters</i> 374 <i>Voices from the Past</i> 375 <i>Science, Technology & Society</i> 380 <i>Reading Check</i> 384 TWE: HY 374 RP 375 CLA 376, 386 CC 378 CTA 379 RA 387

OBJECTIVES	PAGE REFERENCES
C. (3) Causes and effects of European overseas expansion	
Assess the impact of the First Global Age (c. 1450 – c. 1770), including the Columbian Exchange ; the origins and consequences of European overseas expansion; the effect of European arms and economic power on other parts of the world; resulting transformations in the Americas, Africa, Asia and Europe and conflicts among European maritime and land powers	SE: 412-413 <i>A Story That Matters</i> 406 <i>Voices from the Past</i> 407, 415 <i>National Geographic</i> 408, 416 <i>Opposing Viewpoints</i> 410-411 <i>Writing About History</i> 413 <i>Eyewitness to History</i> 414 <i>Connections Around the World</i> 420 TWE: CLA 409 C 413
D. (4) Impact of Scientific Revolution	
Examine and analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world	SE: 511-517 <i>Voices from the Past</i> 511 <i>Chart Skills</i> 513 TWE: ETC 512, 514 WWW 512 CLA 513 E 513 CC 514, 515 DI 516 C 517
E. (5) Effect of the Enlightenment on major revolutions	
Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history	SE: 518-525, 526-534 <i>Picturing History</i> 519 <i>National Geographic</i> 532-533 TWE: HY 510 WA 519, 533 CC 520 CT 520 CAT 522 ICA 528 PH 530
Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)	SE: 539, 547-553, 555-561, <i>A Story That Matters</i> 546 <i>Why It Matters</i> 546 <i>Eyewitness to History</i> 554 <i>The Way It Was</i> 558-559 <i>Reading Check</i> 560 TWE: CA 539 CTA 559, 560
F. (6) Causes and consequences of economic theories and practices	
Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism. Describe the social and political effects these have had on various societies	SE: 317-318, 319-320, 413, 492, 521, 588 <i>Reading Check</i> 522 TWE: E 318 CC 320 RC 522

OBJECTIVES	PAGE REFERENCES
G. (7) Causes, comparisons and results of major twentieth-century wars	
Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences and peace efforts	SE: 717-720, 721-727, 809-813, 814-822, 824-829, 830-836 <i>Voices from the Past</i> 717 <i>National Geographic</i> 725, 816-817, 820 <i>Opposing Viewpoints</i> 740-741 TWE: ETC 741
H. (8) Causes, reactions and consequences of European and Japanese imperialism	
Evaluate European and Japanese imperialism of the late 19th and 20 th century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences	SE: 647-652, 654-655, 666-670, 671-677 <i>National Geographic</i> 649 <i>Reading Check</i> 652 <i>Eyewitness to History</i> 653 <i>Opposing Viewpoints</i> 658-659 TWE: HY 646 ETC 669
I. (9) Causes and consequences of major demographic changes	
Outline major demographic changes and migrations from prehistoric times to the present, including: their causes and consequences (e.g. rural to urban, less developed to more developed)	SE: 22, 335-336, 585 <i>Geography Skills</i> 22 <i>National Geographic</i> 22, 336 TWE: TP 28 RA 31 PH 588 SA 588 #6 RKF 610 #16
Principles and Processes of Governance Systems	
3. Knowledge of principles and processes of governance systems	
B. (2) Similarities and differences of governmental systems	
Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact	SE: 758-764, 768-771, 801-803 <i>Geography Skills</i> 759 <i>National Geographic</i> 759 <i>People in History</i> 760 <i>Three Dictators</i> 770 TWE: GS 759 CAT 760, 761, 762
C. (3) Processes of governmental systems	
Interpret the processes pertaining to:	
<ul style="list-style-type: none"> selection of political leaders (with an emphasis on presidential and parliamentary systems) 	SE: 117, 156-157, 439, 540-541, 551-552, 629-630 <i>Reading Check</i> 117 <i>Using Key Terms</i> 610 #8 TWE: RC 117 DI 438 NOTE: Teachers may use these references in a classroom setting to discuss selection of political leaders.

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<ul style="list-style-type: none"> functions and styles of leadership (including authoritarian, democratic and laissez faire) 	SE: <i>Voices from the Past</i> 758 <i>People in History</i> 760, 761 <i>What If...</i> 763 <i>Picturing History</i> 767 <i>Three Dictators</i> 770 <i>Reading Check</i> 771 TWE: PH 767 RA 771 RC 771
<ul style="list-style-type: none"> governmental systems 	SE: 115-116, 117-120, 629-631 <i>The United States</i> 15 <i>Geography Skills</i> 759 <i>National Geographic</i> 759 TWE: BN 14 I 14 ETC 118 BQ 611
<ul style="list-style-type: none"> how laws and rules are made, enforced, changed and interpreted 	SE: 41, 153, 298-299, 550 <i>Systems of Law</i> 14 <i>France</i> 15 <i>Eyewitness to History</i> 44 <i>Section Assessment</i> 154 #2, #6 TWE: CD 15 T 44 ETC 625 NOTE: Teachers may use these references in a classroom setting to discuss law and the rule of law.
Economic Concepts and Principles	
4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
F. (6) Knowledge of economic institutions	
Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy	SE: 862-863 <i>Geography Skills</i> 83, 863 <i>National Geographic</i> 83, 863 <i>Connections Around the World</i> 862 <i>Reading Check</i> 863 TWE: WWW 83 ETC 84 RC 863

OBJECTIVES	PAGE REFERENCES
Elements of Geographical Study and Analysis	
5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment	
D. (4) Understanding the concept of place	
Describe physical characteristics and human characteristics that make specific places unique	SE: 37-38, 45-46 <i>A Story That Matters</i> 36 <i>National Geographic</i> 38 <i>Geography Skills</i> 39, 702 <i>The Way It Was</i> 694-695 TWE: WA 39 CA 46 CTA 46 RA 703 ICA 820
Explain how and why places change	SE: 74-75 <i>Turning Point</i> 697 TWE: CAT 3 CT 3, 74 WA 73, 686 E 692 ETC 698 WWW 699 NOTE: By using the concept of <i>place</i> by describing its physical and human characteristics, these references may be used in a classroom setting to discuss how and why places change.
Explain how and why different people may perceive the same place in varied ways	SE: <i>Critical Thinking Skillbuilder</i> 114, 309, 635 TWE: ETC 119 NOTE: Teachers may use these references in a classroom setting to discuss the nature of varied perception.
G. (7) Understanding relationships between and among regions	
List and explain criteria that give regions their identities in different periods of world history	SE: 2, 223-225 <i>Geography Skills</i> 684, 687 <i>National Geographic</i> 684, 687 TWE: ICA 224 ETC 687 GS 684, 687
Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)	SE: 230-231, 691-692, 699 <i>African Trading Empires</i> 232 <i>National Geographic</i> 233 <i>Comparing Past and Present</i> 685 <i>Connections Past to Present</i> 685 TWE: ICA 224 RS 231 CC 265 CPP 685

OBJECTIVES	PAGE REFERENCES
Explain how regions relate to one another (e.g., river-drainage regions)	SE: 28-29 <i>Geography Skills</i> 28, 230, 264 <i>National Geographic</i> 28, 230, 264 TWE: GS 28, 230, 264
Explain how and why regions change	SE: <i>People in History</i> 692 <i>Connecting to the Past</i> 695 <i>Reading Check</i> 695 TWE: CAT 3 CT 3 WA 73, 686 E 692 ETC 698 WWW 699 NOTE: By using the concept of <i>region</i> as places or areas united by one or more common characteristics (human and/or physical), these references may be used in a classroom setting to discuss how and why regions change.
Relationships of Individual and Groups to Institutions and Traditions	
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
A. (1) Ideas and beliefs of different cultures	
Compare and contrast the major ideas and beliefs of different cultures	SE: 30-31, 39-40, 41, 42, 46-47, 56-60, 77, 78-79 <i>The Ten Commandments</i> 60 <i>A Story That Matters</i> 70 TWE: C 60 ETC 698
B. (2) Changing of roles of various groups	
Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	SE: 75-76, 91-92, 622-624, 913-914 <i>Connections Past to Present</i> 75 <i>Reading Check</i> 76 <i>Section Assessment</i> 79 #4, #7 <i>Eyewitness to History</i> 620 TWE: RC 76 CTA 77 ETC 625
C. (3) Major social institutions	
Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	SE: 30-31, 93-94, 518-519 <i>Reading Check</i> 31 <i>Section Assessment</i> 97 #1, #4, #7 TWE: RC 31 CC 95 CT 95 NOTE: These references may be used in a classroom setting to discuss major social institutions and how they fulfill human needs

OBJECTIVES	PAGE REFERENCES
D. (4) Consequences of individual or institutional failure	
Identify the consequences that can occur when:	
<ul style="list-style-type: none"> institutions fail to meet the needs of individuals and groups 	SE: 867-868, 924 <i>Turning Point</i> 391 <i>People in History</i> 909 <i>Reading Check</i> 909 <i>What If...</i> 913 <i>Section Assessment</i> 914 #6 TWE: C 909 RC 909 RS 913 NOTE: These references may be used in a classroom setting to discuss the consequences of individuals and institutions failing to carry out their responsibilities, real or perceived.
<ul style="list-style-type: none"> individuals fail to carry out their personal responsibilities 	SE: 378, 391, 925 <i>People in History</i> 688 <i>Reading Check</i> 903, 913 <i>A Story That Matters</i> 920 TWE: RC 903, 913 HY 920 NOTE: These references may be used in a classroom setting to discuss the consequences of individuals and institutions failing to carry out their responsibilities, real or perceived.
E. (5) Causes, effects and resolutions of cultural conflict	
Determine the causes, consequences and possible resolutions of cultural conflicts	SE: 468-469, 695-696 <i>Reading Check</i> 469, 696 <i>A Story That Matters</i> 484 TWE: ETC 119 ICA 469 RC 469, 696 HY 484
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
A. (1) Developing a research plan and identifying resources	
Develop a research plan and identify appropriate resources for investigating social studies topics	SE: <i>Study & Writing Skillbuilder</i> 472, 690, 895 <i>Technology Skillbuilder</i> 661 TWE: T 472, 661, 690, 895 DI 477 E 684 HY 900
B. (2) Selecting and analyzing primary/secondary sources	
Distinguish between and analyze primary sources and secondary sources	SE: <i>Critical Thinking Skillbuilder</i> 351 <i>Classifying Primary Sources</i> 771 <i>Primary Sources Library</i> 772-993, 994-995 <i>Analyzing Primary Sources</i> 993, 995 TWE: T 351, 772, 995 OH 770

OBJECTIVES	PAGE REFERENCES
C. (3) Understanding fact, opinion, bias and points of view in sources	
Distinguish between fact and opinion and analyze sources to recognize bias and points of view	SE: <i>Critical Thinking Skillbuilder</i> 309, 635 <i>Opposing Viewpoints</i> 410-411, 658-659, 740-741 TWE: T 309, 635 CC 410 OV 411, 659, 741
D. (4) Interpreting various social-studies resources	
Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts	SE: <i>Social Studies Skillbuilder</i> 495, 562 <i>Comparing Britain and the United States</i> 584 <i>Geography Skills</i> 585, 590, 594, 597, 598, 602 <i>Analyzing Maps and Charts</i> 611 #34 <i>Critical Thinking Skillbuilder</i> 757 TWE: T 562
E. (5) Knowledge to create various social-studies' graphics	
Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies	SE: 4-5, 6-7, 8, 9 <i>Geography Skills</i> 435, 437, 498 <i>Applying the Skill</i> 495, 757 <i>Critical Thinking Skillbuilder</i> 757 TWE: T 495, 562, 757 E 757 NOTE: These references may be used as models to help make social studies graphics.

Codes Used for TWE Pages

BN	Background Notes
BQ	Bonus Question
C	Close
CA	Charting Activity
CAT	Connecting Across Time
CC	Curriculum Connection
CD	Cultural Diffusion
CLA	Cooperative Learning Activity
CPP	Connections Past to Present
CT	Critical Thinking
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
ETC	Extending the Content
FCO	From the Classroom of...
GS	Geography Skills
HY	History and You
I	Introduction
ICA	Interdisciplinary Connections Activity
OH	Oral Histories
OV	Opposing Viewpoints
PH	Picturing History
RA	Reteaching Activity
RC	Reading Check
RKF	Reviewing Key Facts
RP	Reading Preview
RS	Reading Strategy
SA	Section Assessment
T	Teach
TP	Turning Point
WA	Writing Activity
WWW	Who?What?Where?When?