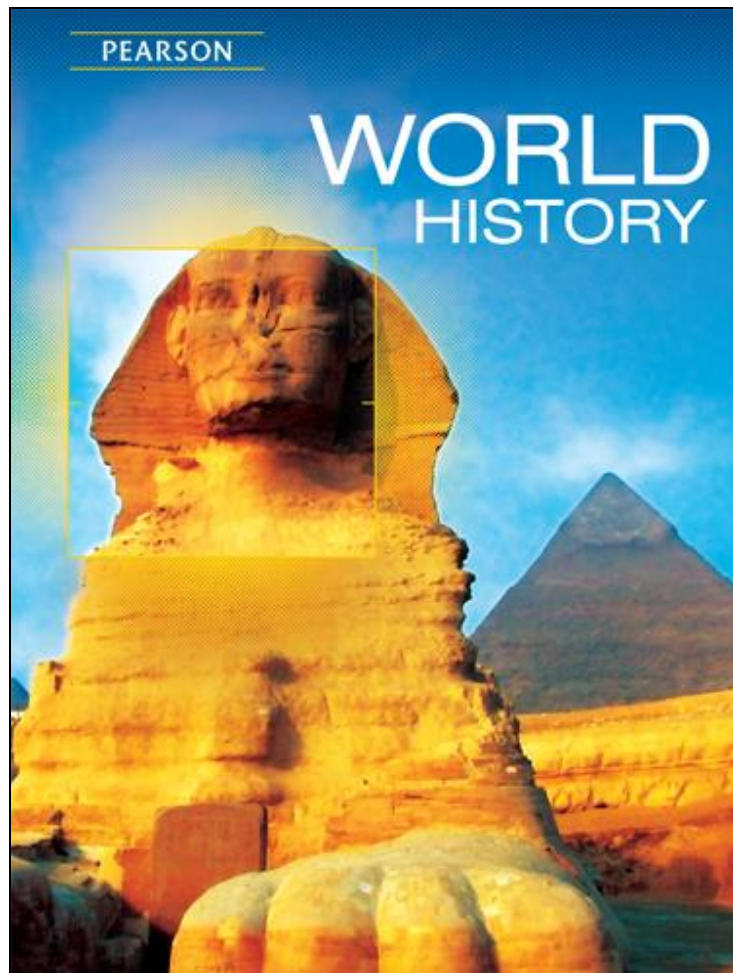


A Correlation of



Survey Edition

To the
**Missouri Social Studies
Grade Level Expectations, Grades 9-12**



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Introduction

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

The ***Pearson World History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

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| WH World History | |
| 1 Tools of Social Science Inquiry | |
| CC History: Continuity and Change | |
| 9-12.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history. | <p>SE/TE: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>21st Century Skills: Sequence, 959; Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time</p> <p><i>21st Century Skills Tutorials:</i> Sequence; Analyze Cause and Effect; Identify Trends</p> |
| 9-12.WH.1.CC.B Explain connections between historical context and peoples’ perspectives at the time in world history. | <p>SE/TE: This standard is covered throughout the program. Examples include the following: The Enlightenment, 452–459; New Economic Ideas, 456; Adam Smith and Laissez-Faire Economics, 508–509; Socialist Thought Emerges, 510; Marx and the Origins of Communism, 511–512; Some Resist Imperialism, 594; African Resistance, 603–604; Revolution in Russia, 667–672; Primary Sources, 932–958</p> <p><u>Examples of topic assessment questions related to ideas and perspectives in context:</u> Topic 2 Assessment (4. Identify the Impact of Political and Legal Ideas), 56; (13. Identify the Impact of Political and Legal Ideas), 57; (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; (17. Identify the Influence of Ideas), 58; Topic 3 Assessment (4. Describe Historical Origins and Central Ideas), 96; (8. Identify the Diffusion of Major Ideas in Technology), 97;</p> |

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| <p>(Continued) 9-12.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.</p> | <p>(Continued) Topic 5 Assessment (6. Identify Influence of Ideas), 154; (10. Identify the Origin and Diffusion of Major Ideas), 154; Topic 6 Assessment (10. Summarize Fundamental Ideas and Institutions), 186; (13. Identify Diffusion of Major Ideas), 186; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; (15. Describe the Historical Origins and Central Ideas), 347; Topic 12 Assessment (22. Identify the Influence of Ideas), 493</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p> |
| <p>9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.</p> | <p>SE/TE: 21st Century Skills: Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982; also see: Topic Assessments (Write About the Essential Question), 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p> <p>Topic 12 Assessment (14. Construct a Thesis), 492; Topic 14 Assessment (8. Describe How People Participated), 587</p> |

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| <p>(Continued) 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.</p> | <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments <i>Social Studies Core Concepts:</i> History – Historical Sources</p> |
| <p>9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.</p> | <p>SE/TE: Topic Assessments (Write About the Essential Question), 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907; also see: Essential Question, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848 21st Century Skills: Interpret Sources, 968; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982; Give an Effective Presentation, 983-984; Write an Essay, 985 Topic 12 Assessment (14. Construct a Thesis), 492 <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Create a Research Hypothesis; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet; Support Ideas with Evidence; Consider and Counter Opposing Arguments; Evaluate Existing Arguments <i>Social Studies Core Concepts:</i> History – Historical Sources</p> |

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| <p>9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</p> | <p>SE/TE: Express Problems Clearly, 407, 830, 836, 865; Solve Problems, 703</p> <p>21st Century Skills: Analyze Cause and Effect, 965; Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Identify Cause and Effect (examples), 604, 619, 612, 614, 619, 621, 625, 630, 631, 633, 636, 638, 640, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 879, 880, 883, 899, 904</p> <p>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>21st Century Skills: Sequence, 959; Analyze Cause and Effect, 961</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> History – How Do Historians Study History?; Measuring Time</p> <p><i>21st Century Skills Tutorials:</i> Sequence; Analyze Cause and Effect; Identify Trends</p> |
| <p>GS Government Systems and Principals</p> | |
| <p>9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.</p> | <p>SE/TE: Code of Hammurabi, 32–34, 37; Asoka Governs by Example, 76; Legalism, 90; Democracy in Ancient Greece, 131; The Roman Republic, 158–162; The Roman Empire: Rise and Decline, 163–172; Magna Carta, 140, 221, 230, 252, 224, 409, 480</p> <p>Topic 2 Assessment (4. Identify the Impact of Political and Legal Ideas), 56; (17. Identify the Influence of Ideas), 58; Topic 5 Assessment (2. Describe Major Influences), 153; (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (6. Summarize the Development), 185; (8. Explain the Development), 185; Topic 7 Assessment (10. Identify Impact), 252; (12. Explain Political Philosophies), 252; (13. Describe the Spread of Traditions), 252</p> |

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| <p>(Continued) 9-12.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in World history prior to c.1450.</p> | <p>(Continued) <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government <i>Interactive Primary Sources:</i> Code of Hammurabi</p> |
| <p>9-12.WH.1.GS.B Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.</p> | <p>SE/TE: Democracy in America, 154, 575–578; The United States Constitution, 463–465; also see: Democracy in Ancient Greece, 131; The Early Roman Republic, 159–160; France: The National Assembly, 471–474; Civil Rights Movement, 785–786</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 12 Assessment (15. Identify Influences), 492; (16. Explain Philosophies), 492; (17. Assess the Degree), 492</p> <p>21st Century Skills: Political Participation, 988; Voting, 988–989</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> |

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| <p>9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.</p> | <p>SE/TE: Laissez-Faire Economics, 508–509; Utilitarians Support Limited Government, 509–510; Opposing Views of Big Business, 516; Better Medicine, Nutrition, and Health, 516–517; Safety, Sanitation, and Skyscrapers, 518; Western Democracies React to the Depression, 711–712; Development Brings Social Change, 853–854; Human Rights, 889–891; Development and the Environment, 891–893</p> <p>Topic 17 Assessment (4. Explain the Responses), 731; (6. Summarize Causes), 731; (7. Explain the Responses and Analyze Information), 732; (10. Describe People’s Participation and Use Decision-Making Process), 732; Topic 21 Assessment (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906; (18. Describe Changing Roles), 907</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p> |

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| <p>G Geographic Study</p> | |
| <p>9-12.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history c.1450-2010.</p> | <p>SE/TE: Analyze Maps (examples), 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 241, 246, 247, 249, 372, 399, 476, 549, 606, 653, 798, 877</p> <p><i>21st Century Skills:</i> Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p> <p><i>Using Maps (examples):</i> Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 3 Assessment (6. Analyze the Influence of Geographic factors), 96; Topic 4 Assessment (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 252; (19. Locate Places and Regions), 253; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (15. Explain Development and Impact), 423; Topic 12 Assessment (1. Locate Regions), 490; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 674; Topic 20 Assessment (1. Summarize and Locate Places), 844</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> |

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| <p>9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.</p> | <p>SE/TE: This standard is met throughout the program. For examples see the following: Japanese Feudal Culture Evolves, 339–340; The Italian Renaissance, 350–356; Reformation Ideas Spread, 368–373; Society and Culture in Spanish America, 403–404; The Slave Trade and Its Impact on Africa, 411–416; The Enlightenment, 452–459; Changing Ways of Life and Thought, 520–529; The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Conflicts in the Middle East, 837–843; Social and Environmental Issues, 886–893</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; History – Historical Sources</p> |
| <p>9-12.WH.1.G.C Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world</p> | <p>SE/TE: Analyze Maps (examples), 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 241, 246, 247, 249, 372, 399, 476, 549, 606, 653, 798, 877</p> <p><i>21st Century Skills:</i> Read Physical Maps, 973–974; Read Political Maps, 974–975; Read Special-Purpose Maps, 975–976; Use Parts of a Map, 977</p> <p><i>Using Maps (examples):</i> Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 3 Assessment (6. Analyze the Influence of Geographic factors), 96; Topic 4 Assessment (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 252; (19. Locate Places and Regions), 253;</p> |

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| <p>(Continued) 9-12.WH.1.G.C Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world</p> | <p>(Continued) Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (15. Explain Development and Impact), 423; Topic 12 Assessment (1. Locate Regions), 490; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 674; Topic 20 Assessment (1. Summarize and Locate Places), 844</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p> |
| CC Economic Concepts | |
| <p>9-12.WH.1.EC.A Using a world history lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1450.</p> | <p>SE/TE: This standard is met throughout the program. For examples see the following: A Commercial Revolution, 418–420; Mercantilism, 420–421; Labor and Capital, 499–500; Social, Economic and Political Changes, 503; Laissez-Faire Economics, 508–509; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512; Opposing Views of Big Business, 516; The American Economy Booms, 709; Crash Leads to Collapse, 710; Western Democracies React to the Depression, 711–712; Challenges of Development, 850–854; Globalization and Trade, 881–885</p> <p>Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics</p> |

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| PC People, Groups and Cultures | |
| 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created. | <p>SE/TE: 21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; also see: Art, 25, 50, 58, 70, 88, 92, 103, 114, 122, 128, 130, 142, 144-145, 173, 175, 231, 237, 245, 255, 269, 272-273, 275, 280, 298, 301-302, 309, 312, 343, 351, 353, 357, 361, 365, 372, 457, 526, 528, 672, 682, 734</p> <p>Topic 4 Assessment (8. Summarize and Explain the Influence of Prior Civilizations on Maya Architectural Ideas), 122; (14. Summarize Major Ideas and Analyze Examples), 123; (16. Summarize Major Ideas and Analyze Cause-and-Effect Relationships), 123, Topic 5 Assessment (8. Analyze Architecture), 154, Topic 7 Assessment (20. Analyze Examples), 253, Topic 8 Assessment (6. Describe the Spread and Explain the Impact), 303, Topic 9 Assessment (8. Identify Significant Examples), 346</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources</p> <p><i>Social Studies Core Concepts:</i> History – Historical Sources</p> |
| 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. | <p>SE/TE: This standard is met throughout the program. For examples see the following: Organization of Egyptian Life, 52-53; The Caste System Shapes India, 71; Family and Village Life Shape Indian Society, 79-80; The World of the Incas, 111–115; The Greek City-States, 131–141; Greek Thinkers, Artists, and Writers, 142–147; The Roman Republic, 158–162; Feudalism and the Manor Economy, 198–202; Economic and Social Changes, 269-271; Ottoman Society, 277-279; Many Cultures and Patterns of Life, 298-300;</p> |

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| <p>(Continued) 9-12.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> | <p>(Continued) Japan’s Feudal Age, 336; European Conquests in the Americas, 397–405; The Slave Trade and Its Impact on Africa, 411–416; Absolute Monarchy in Spain and France, 426–434; Triumph of Parliament in England, 444–451; The Enlightenment, 452–459; Primary Sources: <i>Two Treatises of Government</i>, John Locke, 942–943; <i>The Social Contract</i>, Jean-Jacques Rousseau, 944–945</p> <p>Topic 5 Assessment (3. Identify Characteristics), 153; (13. Explain Development), 155; Topic 6 Assessment (1. Identify the Characteristics of Political Systems), 185; (2. Describe Major Effects of Events), 185; (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 7 Assessment (18. Describe Changing Roles), 253; Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423; Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts</i>: Government and Civics – Citizenship; Culture – Families and Societies</p> |

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| 2 Key Concepts and Understandings | |
| CC History: Continuity and Change | |
| Accelerated Exchange | |
| 9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires. | <p>SE/TE: Russia and Eastern Europe, 244–252; A Muslim Empire, 261–268; The Ottoman and Safavid Empires, 276–280; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297; The Delhi Sultanate and Mughal India, 308–313; Golden Ages in China: Tang and Song Dynasties, 314–320; The Mongol Empire and China, 321–327</p> <p>Topic 7 Assessment (5. Explain the Development), 251; Topic 8 Assessment (7. Explain the Impact), 303; (15. Identify Major Causes), 304; (16. Explain the Impact), 304; Topic 9 Assessment (1. Summarize Developments), 346; 6. Identify Major Effects), 346; (7. Summarize the Changes), 346; (9. Identify Major Causes and Effects), 346</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials: Analyze Cause and Effect</i></p> |
| 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times. | <p>SE/TE: This standard is met throughout the program. For examples see the following: Civilizations Arise in the Fertile Crescent, 26–27; Sumerian Civilization Develops, 28–31; Egyptian Civilization, 46–55; Early Civilization in south Asia, 62–68; Powerful Empires Emerge in India, 75–80; Strong Rulers Unite China, 89–95; Ancient Civilizations in China, 81–88; The Americas, 100–101; Civilizations in Middle America, 102–110; The World of the Incas, 111–115; Ancient Greece, 124–125, 126–130, 131–141, 142–147, 148–152; Ancient Rome, 156–157, 158–162, 163–172, 173–177; Strong Rulers Unite China, 89–95; A Muslim Empire, 261–268; The Ottoman and Safavid Empires, 276–280; Early Civilizations of Africa, 281–285; Kingdoms of West Africa, 286–291; Trading States of East Africa, 292–297; The Mongol Empire and Ming China, 321–327</p> |

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| <p>(Continued) 9-12.WH.2.CC.B Compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and Middle East in ancient and medieval times.</p> | <p>(Continued) Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; (13. Interpret Maps to Explain Geography), 22; (14. Analyze the Influence of Geographic Factors), 23; Topic 2 Assessment (1. Identify and Describe Major Events), 56; (2. Analyze the Influences of Human and Physical Geographic Factors), 56; Topic 3 Assessment (2. Explain How Major River Valley Civilizations Influenced Development), 96; (11. Identify Causes and Effects of the Development of the Gupta Civilization), 97; (13. Summarize the Institutions), 98; (14. Describe Major Effects), 98; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Compare and Contrast</p> <p><i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change</p> |
| <p>9-12.WH.2.CC.C Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.</p> | <p>SE/TE: The Crusades, 216–217; The Effects of the Crusades, 218–219; New Knowledge Reaches Europe, 233–234; The Black Death Spreads Across Europe, 238–239; The Italian Renaissance, 350–356; The Renaissance in Northern Europe, 357–361; The Scientific Revolution, 374–378</p> <p>Topic 7 Assessment (16. Describe Interactions), 253; (19. Locate Places and Regions), 253; (21. Analyze Information), 253; Topic 10 Assessment (13. Describe the Major Effects and Explain Its Impact), 380; (14. Describe Major Causes and Effects), 380; (15. Identify the Contributions), 380</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> |

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| 3 Key Concepts and Understandings | |
| CC History: Continuity and Change | |
| The Age of Discovery and Exchange | |
| 9-12.WH.3.CC.A Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact. | <p>SE/TE: The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373; The Scientific Revolution, 374–378</p> <p>Topic 10 Assessment (5. Describe Influences), 379; (8. Explain the Relationship and Explain the Influence), 379; (11. Explain the Impact), 379; (13. Describe the Major Effects and Explain Its Impact), 380; (14. Describe Major Causes and Effects), 380; (15. Identify the Contributions), 380</p> |
| 9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. | <p>SE/TE: Europeans Explore Overseas, 384–389; Europeans Gain Footholds in Asia, 390–397; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421;</p> <p>Topic 11 Assessment (10. Explain Impact), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p> |
| 9-12.WH.3.CC.C Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East. | <p>SE/TE: Russia and Eastern Europe, 244–252; Achievements of Muslim Civilization, 269–275; The Ottoman and Safavid Empires, 276–280; Golden Ages in China, Tang and Song Dynasties, 314–320; The Mongol Empire and Ming China, 321–327; Rise of Austria, Prussia, and Russia, 435–443; Rebellions Erupt in Eastern Europe, 538–539; The Ottoman Empire Declines, 606–607; China and the West, 615–619</p> <p>Topic 7 Assessment (14. Interpret Thematic Maps), 252; Topic 8 Assessment (15. Identify Major Causes), 304; (16. Explain the Impact), 304; (16. Explain the Impact), 304; Topic 9 Assessment (6. Identify Major Effects), 348; (7. Summarize the Changes), 348</p> |

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| 4 Key Concepts and Understandings | |
| CC History: Continuity and Change | |
| Age of Revolution | |
| 9-12.WH.4.CC.A Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution. | <p>SE/TE: Plato Describes a Perfect Society, 143; The Roman Republic, 158–162; Primary Sources: <i>The Republic</i>, Plato, 935; <i>Two Treatises of Government</i>, John Locke, 942–943; <i>The Social Contract</i>, Jean-Jacques Rousseau, 944–945; also see: Magna Carta, 140, 221, 230, 252, 224, 409, 480; The Enlightenment, 452–459;</p> <p>Topic 5 Assessment (2. Describe Major Influences), 153; (3. Identify Characteristics), 153; (13. Explain Development), 155; (1. Identify the Characteristics of Political Systems), 185; (3. Describe the Responsibilities of Citizens and Noncitizens), 185</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting</p> <p><i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p> |
| 9-12.WH.4.CC.B Compare and contrast causes and significant outcomes of political revolutions during this era. | <p>SE/TE: Triumph of Parliament in England, 444–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; Latin American Nations Win Independence, 545–549</p> <p>Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p> |

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| <p>9-12.WH.4.CC.C Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> | <p>SE/TE: The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373; Triumph of Parliament in England, 444–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; Latin American Nations Win Independence, 545–549</p> <p>Topic 10 Assessment (8. Explain the Relationship and Explain the Influence), 379; (9. Identify Major Effects and Examples), 379; (10. Explain the Philosophies and Identify Characteristics), 379; Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p> |
| <p>9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts.</p> | <p>SE/TE: From Restoration to Glorious Revolution, 449–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; Latin American Nations Win Independence, 545–549</p> <p>Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> |

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| (Continued) 9-12.WH.4.CC.D Analyze responses and reactions to revolutions in order to predict future conflicts. | (Continued) <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship |
| 9-12.WH.4.CC.E Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450. | SE/TE: The Unification of Germany, 550–556; Nationalism in Eastern Europe and Russia, 579–586; The New Imperialism, 592–597; The Modernization of Japan, 620–625; World War I Begins, 646–651; Revolution and Nationalism in Latin America, 678–683; Nationalist Movements in Africa and the Middle East, 684–690; New Forces in China and Japan, 695–701; Fascism Emerges in Italy, 713–716; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828 Topic 14 Assessment (4. Identify the Influence of Ideas), 587; Topic 16 Assessment (1. Identify Major Causes), 673; (2. Identify Major Causes), 673; (4. Identify Importance), 673; Topic 17 Assessment (11. Identify Major Causes), 733; (12. Identify and Describe), 733; Topic 19 Assessment (5. Summarize Role and Differences), 807; Topic 20 Assessment (1. Summarize and Locate Places), 844; (2. Summarize Reasons and Use a Decision-Making Process), 844 |
| 5 Key Concepts and Understandings | |
| CC History: Continuity and Change | |
| Modern Era | |
| 9-12.WH.5.CC.A Analyze world-wide imperialism in the late nineteenth and twentieth centuries to determine its causes and consequences. | SE/TE: The New Imperialism, 592–597; European Colonies in Africa, 598–604; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 620–623 Topic 15 Assessment, 641–642 |

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| 9-12.WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today. | SE/TE: World War I, 644–645, 646–651, 652–657, 658–666, 667–672; World War II, 736–737, 738–743, 744–749, 750–755, 756–761, 762–768; Cold War, 772–773, 774–782, 783–790, 791–795, 796–800, 801–806; New Nations Emerge, 812–820, 821–828, 829–836, 837–843; Terrorism and International Security, 894–899 Topic Assessment, 673–674, 769–770, 807–808, 844–846 |
| 9-12.WH.5.CC.C Analyze the varying process of colonization and decolonization to compare their impact on and legacies in the world today. | SE/TE: Revolution and Nationalism in Latin America, 678–683; India Seeks Self-Rule, 691–694; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; The Modern Middle East Takes Shape, 829–836; Conflicts in the Middle East, 837–843 Topic Assessment, 844–846 |
| 2 Key Concepts and Understandings | |
| GS Governmental Systems and Principles | |
| Accelerated Exchange | |
| 9-12.WH.2.GS.A Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy. | SE/TE: Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Theocracy, 23, 31, 50, 56, 362, 366, 379, 829, 833; Oligarchy, 131–132, 153, 444, 451, 490, 608, 682; Dynasty, 81, 83, 315 Topic 3 Assessment (13. Summarize the Institutions), 98; Topic 5 Assessment (3. Identify Characteristics), 153; Topic 6 Assessment (1. Identify the Characteristics of Political Systems), 185; Topic 7 Assessment (9. Identify Characteristics), 252; (12. Explain Political Philosophies), 252 |

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| 9-12.WH.2.GS.B Explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made. | <p>SE/TE: Magna Carta, 140, 221, 230, 252, 224, 409, 480; The Enlightenment, 452–459; Primary Sources: <i>The Republic</i>, Plato, 935; <i>Two Treatises of Government</i>, John Locke, 942–943; <i>The Social Contract</i>, Jean-Jacques Rousseau, 944–945</p> <p>Topic 5 Assessment (2. Describe Major Influences), 153; (3. Identify Characteristics), 153; (13. Explain Development), 155; (1. Identify the Characteristics of Political Systems), 185; (3. Describe the Responsibilities of Citizens and Noncitizens), 185</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Political Structures</p> |
| 3 Key Concepts and Understandings | |
| GS Governmental Systems and Principles | |
| Age of Discovery and Change | |
| 9-12.WH.3.GS.A Describe how governments and institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world. | <p>SE/TE: Chinese Fleets Explore the Seas, 326–327; European Trade in Mughal India, 392; Triumph of Parliament in England, 444–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; China and the West, 615–619</p> <p>Topic 11 Assessment (11. Describe Interactions), 422; Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Political Systems</p> |

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| <p>9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.</p> | <p>SE/TE: Absolute Monarchy in Spain and France, 426–434; Peter the Great Modernizes Russia, 438–440; Catherine the Great, 441–442; Triumph of Parliament in England, 444–451; The Enlightened Despots, 458–459; The American Revolution, 460–465; The French Revolution Begins, 466–474; The Age of Napoleon, 482–489</p> <p>Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> |
| <p>4 Key Concepts and Understandings</p> | |
| <p>GS Governmental Systems and Principles</p> | |
| <p>Age of Revolutions</p> | |
| <p>9-12.WH.4.GS.A Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers.</p> | <p>SE/TE: The Enlightenment, 452–459</p> <p>Topic 12 Assessment (3. Explain Development), 490; (4. Analyze Examples), 490; (7. Identify the Influence and Explain the Development), 490; (10. Describe Major Influences of Women), 491; (20. Identify and Describe Major Effects), 493</p> |

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| <p>9-12.WH.4.GS.B Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.</p> | <p>SE/TE: Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; The American Revolution, 460–465; The French Revolution Begins, 466–474; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717–724; The Rise of Nazi Germany, 725–730; Dictatorships and Civil War, 868–869</p> <p>Topic 12 Assessment (14. Construct a Thesis), 492; (5. Identify Characteristics), 490; Topic 17 Assessment (5. Describe the Emergence), 731; (12. Identify and Describe), 733; (13. Identify Examples), 733; (16. Explain the Roles and Identify), 733</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Political Systems</i></p> |
| <p>9-12.WH.4.GS.C Compare and contrast government systems resulting from political revolutions.</p> | <p>SE/TE: From Restoration to Glorious Revolution, 449–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; Latin American Nations Win Independence, 545–549</p> <p>Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</i></p> |

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| 5 Key Concepts and Understandings | |
| GS Governmental Systems and Principles | |
| The Modern Era | |
| <p>9-12.WH.5.GS.A Compare and contrast evolving governmental systems, including monarchy, theocracy, totalitarianism and representative government to determine their impact on society.</p> | <p>SE/TE: This standard is met throughout the program. For examples see the following: Revolution in Russia, 667–672; Revolution and Nationalism in Latin America, 678–683; Nationalist Movements in Africa and the Middle East, 684–690; New Forces in China and Japan, 695–701; Fascism Emerges in Italy, 713–716; The Soviet Union Under Stalin, 717; The Cold War Around the World, 779–780; A Variety of New Governments, 822–823; New Nations in South Asia and Southeast Asia, 812–820; Case Studies: Five African Nations, 824–826; Latin American Nations Move Toward Democracy, 866–872; Human Rights, 889–891</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Political Systems</i></p> |
| <p>9-12.WH.5.GS.B Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.</p> | <p>SE/TE: Treaty of Verdun, 196; North German Confederation, 551–552; Treaty of Guadalupe Hidalgo, 575; Treaty of Versailles, 664–665; The United Nations is Formed, 767; North Atlantic Treaty Organization, 774, 776; Strategic Arms Limitation Treaty, 778; Nuclear Nonproliferation Treaty, 779; North Atlantic Free Trade Agreement, 870</p> <p>Topic 12 Assessment (17. Assess the Degree), 492; (22. Identify the Influence of Ideas), 493; Topic 18 Assessment (15. Explain the Significance of the United Nations), 770; Topic 19 Assessment (4. Summarize Outcome and Identify Major Events), 807</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts: Government and Civics – Political Systems; Political Structures</i></p> |

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| 2 Key Concepts and Understandings | |
| G Geographical Study | |
| Accelerated Change | |
| 9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other. | <p>SE/TE: Trade Expands and Towns Grow, 212–213; Spreading Products and Ideas, 270; Analyze Data, 270; A Center of Art and Trade, 281; Trade Grows Across the Sahara, 286–287; Trading States of East Africa, 292–297; Chart: Tulipmania Price Bubble, 419; China Faces Japanese Imperialism, 698; Conflicting Forces in Japan, 698–699; Globalization and Trade, 881–885</p> <p>Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 304; Topic 13 Assessment (11. Explain the Role), 531; (16. Identify the Contributions and Influence), 532; Topic 14 Assessment (14. Identify the Characteristics), 588</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Development; Trade; Geography – Land Use; Personal Finance – Consumer Smarts</p> |
| 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian | <p>SE/TE: This standard is met throughout the program. For examples see the following: Diverse Peoples and Traditions in Africa, 298–302; Hindu-Muslim Differences, 310; Society and The Many Cultures of Southeast Asia, 341–345; The Italian Renaissance, 350–356; Reformation Ideas Spread, 368–373; Society and Culture in Spanish America, 403–404; The Enlightenment, 452–459; Changing Ways of Life and Thought, 520–529; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Latin American Nations Move Toward Democracy, 866–872</p> |

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| <p>(Continued) 9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, and Asian</p> | <p>(Continued) Topic 8 Assessment (11. Describe Changing Roles), 304; (12. Identify the Origin and Diffusion of Major ideas), 304; (13. Identify the Origin and the Diffusion of Major ideas), 304; Topic 21 Assessment (11. Explain the Collapse), 906; (16. Summarize Impact and Use a Problem-Solving Process), 906; (18. Describe Changing Roles), 907</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; History – Historical Sources</p> |
| 3 Key Concepts and Understandings | |
| G Geographical Study | |
| Age of Discovery and Exchange | |
| <p>9-12.WH.3.G.A Analyze physical geography to explain the availability and movement of resources.</p> | <p>SE/TE: Changes in Agriculture Transform Europe, 211–212; Trade Expands and Towns Grow, 212–213; Economic Changes, 213–214; A New Middle Class, 214–218; Europeans Gain Footholds in Asia, 390–397; Guns, Horses, and Disease, 398; Spanish and Portuguese Colonies in the Americas, 401; Forced Labor: The Encomienda System, 402; European Colonies in North America, 406–410; Triangular Trade Routes, 413; Effects of Global Contact, 417–421</p> <p>Topic 7 Assessment (18. Describe Changing Roles), 253; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (6. Explain the Impact and Describe the Effects), 422; (5. Explain New Factors and Principles; Formulate Generalizations), 422; (8. Identify Major Causes), 422</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use</p> |

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| <p>9-12.WH.3.G.B Describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.</p> | <p>SE/TE: Migrations Increase Diversity, 248–249; The Mongol Empire and Ming China, 321–327; Analyze Maps: Early Voyages of European Exploration, 385; Europeans Explore Overseas, 384–389; Europeans Gain Footholds in Asia, 390–397; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; China and the West, 615–619</p> <p>Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 422; (2. Identify Major Causes), 422; (3. Identify and Analyze Major Causes and Explain the Impact), 422; (5. Explain New Factors and Principles; Formulate Generalizations), 422; (7. Describe Major Effects), 422; (9. Analyze the Influence), 422; (11. Describe Interactions), 422; (12. Explain Impact), 422; (13. Identify, Describe, and Analyze Major Causes and Effects), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; Families and Societies; Language; Religion; The Arts; Cultural Diffusion and Change</p> |

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| 4 Key Concepts and Understandings | |
| G Geographical Study | |
| Age of Revolution | |
| <p>9-12.WH.4.G.A Explain how and why places changed as a result of revolutions and why various people perceive the same place in varied ways.</p> | <p>SE/TE: The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; The Age of Napoleon, 482–489; Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Topic 12 Assessment, 490–493</p> <p>Topic 12 Assessment (15. Identify Influences), 492; (16. Explain Philosophies), 492; (17. Assess the Degree), 492; (18. Compare the Consequences), 492; (19. Compare Characteristics), 492; (20. Identify and Describe Major Effects), 493; (21. Compare Consequences), 493</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation</p> |
| <p>9-12.WH.4.G.B Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.</p> | <p>SE/TE: Growing Cities, 497; Population Grows Because of Better Farming, 498; A Revolution in Transportation, 501; Industry Causes Urban Growth, 504; Advances in Transportation and Communication, 514; The United States Expands, 574; India Under British Rule, 612</p> <p>Topic 13 Assessment (11. Explain the Role), 531; (14. Describe Major Effects), 532</p> |

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| 9-12.WH.4.G.C Explain the significance of new technologies in expanding people’s’ capacity to modify the physical environment and their intended and unintended consequences. | <p>SE/TE: The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530; (5. Explain Scientific Advancements), 530; (9. Identify Important Changes), 530; (15. Identify Important Changes in Human Life), 532</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People’s Impact on the Environment</p> |
| 5 Key Concepts and Understandings | |
| G Geographical Study | |
| The Modern Era | |
| 9-12.WH.5.G.A Analyze physical geography to explain the availability and movement of resources. | <p>SE/TE: Need for Resources Drives Further Expansion, 593; Indian Agriculture, 613; Economic Interest in China, 615-616; Southeast Asia and the Pacific, 626–631; The Economics of Latin America’s Dependence, 635-636; India Develops a Modern Economy, 863-864; The Importance of Oil in the Middle East, 834–835; The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Industrialization, 862; Development and the Environment, 891–893</p> <p>Topic 21 Assessment (2. Summarize Impact), 905; (8. Describe Major Influences), 905</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People’s Impact on the Environment</p> |

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| <p>9-12.WH.5.G.B Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.</p> | <p>SE/TE: Economic Changes & Improvements Bring Advantages and Disadvantages, 596-597; Efforts to Westernize, 607; Modernization in Egypt, 608-609; Some Effects of the British Raj, 613; Rapid Industrialization, 623; Investment in Meiji Japan, 623; Industrial Policy Yields Mixed Results, 718; The United States and the Global Economy, 784; Japan's Economic Miracle, 789; The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Development in China and India, 861-862; Rapid Industrialization, 862; Development and the Environment, 891–893; Advances in Science and Technology, 900–904</p> <p>Topic 13 Assessment (11. Explain the Role), 531; Topic 15 Assessment (16. Explain the Role of Communication Technology), 642; Topic 21 Assessment (4. Explain the Role), 905</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Geography – Environment and Resources; Land Use; People's Impact on the Environment</p> |
| <p>9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction.</p> | <p>SE/TE: European Expansion During the Age of Discovery, 593; Western Advantages, 594; Efforts to Westernize, 607; Modernization in Egypt, 608-609; Some Effects of the British Raj, 613; Rapid Industrialization, 623; The Suez Canal, 608; The Panama Canal, 637-638; The United States and the Global Economy, 784; Population Skyrocket, 852; India: Impact of Rapid Population Growth, 864; Latin America: Population Growth Contributes to Poverty, 867; The Industrialized World, 873-880; Globalization and Trade, 881-885; Advances in Science and Technology, 900–904</p> <p>Topic 21 Assessment (4. Explain the Role), 905; Topic 15 Assessment (16. Explain the Role of Communication Technology), 642</p> |

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| (Continued) 9-12.WH.5.G.C Evaluate the relationship between technological and scientific advancements and increasing global interaction. | (Continued) <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change |
| 9-12.WH.5.G.D Analyze major demographic patterns to determine their effect on the human and physical systems. | SE/TE: The New Imperialism, 592–597; European Colonies in Africa, 598–604; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 626–631; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–829; The Modern Middle East Takes Shape, 829–836; Poverty Challenges Latin America, 866–868; Social and Environmental Issues, 886–893 <u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – Cultural Diffusion and Change; Geography – Migration |
| 2 Key Concepts and Understandings | |
| CC Economic Concepts | |
| Accelerated Exchange | |
| 9-12.WH.2.EC.A Analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas and China. | SE/TE: The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Trade Grows Across the Sahara, 286–287; Analyze Maps: African Kingdoms and Trading States, 287 Topic 3 Assessment (14. Describe Major Effects), 98 |

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| 3 Key Concepts and Understandings | |
| CC Economic Concepts | |
| The Age of Discovery and Exchange | |
| 9-12.WH.3.EC.A Compare the extent, interaction and impact of African, European, American and Asian trade networks. | SE/TE: Europeans Explore Overseas, 384–389; Europeans Gain Footholds in Asia, 390–397; European Conquests in the Americas, 397–405; European Colonies in North America, 406–410; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421; Topic 11 Assessment, 422–423 |
| 9-12.WH.3.EC.B Compare the origins, development and effects of coercive labor systems in Asia, Africa, Europe and the Americas. | SE/TE: Forced Labor: The Encomienda System, 402; Society and Culture in Spanish America, 403–404; The Slave Trade and Its Impact on Africa, 411–416 Topic 11 Assessment (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423 |
| 9-12.WH.3.EC.C Describe how new sources of wealth, resulting from increasing global interactions, impacted cultures and civilizations. | SE/TE: Effects of Global Exchange, 417–421; Absolute Monarchy in Spain and France, 426–434; Rise of Austria, Prussia, and Russia, 435–443; The Industrial Revolution Begins, 496–503; The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614; China and the West, 615–619; The Modernization of Japan, 620–623; Southeast Asia and the Pacific, 624–631 |
| 4 Key Concepts and Understandings | |
| CC Economic Concepts | |
| Age of Revolutions | |
| 9-12.WH.4.EC.A Analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions | SE/TE: New Economic Ideas, 456; Adam Smith and Laissez-Faire Economics, 508–509; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512; Opposing Views of Big Business, 516 |

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| <p>9-12.WH.4.EC.B Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.</p> | <p>SE/TE: A Revolution in Transportation, 501; Industrialization Spreads, 502–503; Benefits of the Industrial Revolution, 507–508; Science and Technology Change Industry, 513–514; Advances in Transportation and Communication, 514–515; City Life Changes, 517–518; Need for Resources Drives Further Expansion, 593; Indian Agriculture, 613; Economic Interest in China, 615-616; Southeast Asia and the Pacific, 626–631; The Economics of Latin America’s Dependence, 635-636; India Develops a Modern Economy, 863-864; The Importance of Oil in the Middle East, 834–835; The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Industrialization, 862; Development and the Environment, 891–893</p> |
| <p>5 Key Concepts and Understandings</p> | |
| <p>CC Economic Concepts</p> | |
| <p>The Modern Era</p> | |
| <p>9-12.WH.5.EC.A Analyze economic systems such as market, mixed, and command to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.</p> | <p>SE/TE: New Economic Ideas, 456; Adam Smith and Laissez-Faire Economics, 508–509; Socialist Thought Emerges, 510–511; Marx and the Origins of Communism, 511–512; Opposing Views of Big Business, 516; Communism in East Asia, 791–795; The Importance of Oil in the Middle East, 834–835; The Green Revolution, 852; India: Impact of Rapid Population Growth, 864; Globalization and Trade, 881–885; Development and the Environment, 891–893</p> <p>Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> |

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| 9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time. | SE/TE: Social, Economic, and Political Changes, 503; Workers’ Protests, 506; Social and Political Impact, 508; Improving Hospital Care, 517; The Working Class Wins New Rights, 518-519; Changing Ways of Life and Thought, 520-529; Modernization in Egypt, 608; European Imperialism in Persia, 608-609; Scientific Discoveries, 704; The Green Revolution, 852; Cash Crops or Food Crops? 857; Environmental Concerns, 858; Drought and Desertification, 859; Rapid Industrialization, 862; India: Impact of Rapid Population Growth, 864; Latin America: Population Growth Contributes to Poverty, 867; Development and the Environment, 891-892; Breakthroughs in Medicine and Biotechnology, 902-904 |
| 2 Key Concepts and Understandings | |
| PC People, Groups and Cultures | |
| Accelerated Exchange | |
| 9-12.WH.2.PC.A Explain how scientific and technological advancements impacted the interconnectedness within and among regions. | SE/TE: Causes of European Exploration, 384-385 Topic 11 Assessment (Identify Major Causes), 422 |
| 9-12.WH.2.PC.B Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas | SE/TE: The Italian Renaissance, 350-356; The Renaissance in Northern Europe, 357-361 Topic 10 Assessment (1. Identify Examples), 379; (2. Identify Major Causes), 379; (7. Describe Major Effects), 379 |

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| <p>9-12.WH.2.PC.C Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation.</p> | <p>SE/TE: The Origins of Hinduism and Buddhism, 69–74; Christianity Spreads, 181–182; The Spread of Christianity, 203–204; The Crusades, 216–220; The Origins of Islam, 258–262; Islam Spreads, 293;</p> <p>Topic 2 Assessment (14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96; (9. Describe the Development of Major World Religions), 97</p> |
| <p>3 Key Concepts and Understandings</p> | |
| <p>PC People, Groups and Cultures</p> | |
| <p>The Age of Discovery and Exchange</p> | |
| <p>9-12.WH.3.PC.A Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.</p> | <p>SE/TE: The Silk Road, 92–93; Analyze Maps: Medieval Trade Routes, 191; Trade Expands and Towns Grow, 212–213; Trade Grows Across the Sahara, 286–287; Analyze Maps: African Kingdoms and Trading States, 287; The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421</p> <p>Topic 11 Assessment 5. Explain New Factors and Principles; Formulate Generalizations), 422; (6. Explain the Impact and Describe the Effects), 422; (8. Identify Major Causes), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Development; Trade; Geography – Land Use; Personal Finance – Consumer Smarts</p> |

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| <p>9-12.WH.3.PC.B Determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.</p> | <p>SE/TE: The Slave Trade and Its Impact on Africa, 411–416; Effects of Global Contact, 417–421</p> <p>Topic 11 Assessment 5. Explain New Factors and Principles; Formulate Generalizations), 422; (6. Explain the Impact and Describe the Effects), 422; (8. Identify Major Causes), 422; (12. Explain Impact), 422; (14. Describe Effects and Explain Impact), 423; (15. Explain Development and Impact), 423</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Development; Trade; Geography – Land Use; Personal Finance – Consumer Smarts</p> |
| <p>9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person’s roles in society and social institutions.</p> | <p>SE/TE: Forced Labor: The Encomienda System, 402; Society and Culture in Spanish America, 403–404; The Slave Trade and Its Impact on Africa, 411–416; The New Imperialism, 592–597; European Colonies in Africa, 598–604; Europe and the Muslim World, 605–609; India Becomes a British Colony, 610–614</p> <p>Topic 11 Assessment (4. Describe Major Effects and Explain the Impact), 422</p> |
| <p>9-12.WH.3.PC.D Trace the development and impact of religious reform on exploration, interactions and conflicts among various groups and nations.</p> | <p>SE/TE: The Protestant Reformation, 362–367; Reformation Ideas Spread, 368–373</p> <p>Topic 10 Assessment (8. Explain the Relationship and Explain the Influence), 379; (9. Identify Major Effects and Examples), 379; (10. Explain the Philosophies and Identify Characteristics), 379</p> |

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| 4 Key Concepts and Understandings | |
| PC People, Groups and Cultures | |
| Age of Revolutions | |
| 9-12.WH.4.PC.A Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. | SE/TE: The Enlightenment, 452–459 Topic 12 Assessment (3. Explain Development), 490; (4. Analyze Examples), 490; (7. Identify the Influence and Explain the Development), 490; (10. Describe Major Influences of Women), 491; (20. Identify and Describe Major Effects), 493 |
| 9-12.WH.4.PC.B Analyze new technologies and new forms of energy to determine their effects on the lives of individuals, groups, and societal organization. | SE/TE: The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519 Topic 13 Assessment (7. Formulate Generalizations), 530; (5. Explain Scientific Advancements), 530; (6. Explain Political and Economic Changes), 530; (9. Identify Important Changes), 530; (15. Identify Important Changes in Human Life), 532 <u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i> |
| 9-12.WH.4.PC.C Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions. | SE/TE: Social, Economic, and Political Changes, 503; Workers’ Protests, 506; Social and Political Impact, 508; Improving Hospital Care, 517; The Working Class Wins New Rights, 518-519; Changing Ways of Life and Thought, 520–529 |

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| <p>9-12.WH.4.PC.D Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation</p> | <p>SE/TE: This standard is met throughout the program. For examples see the following: A Commercial Revolution, 418–420; From Restoration to Glorious Revolution, 449–451; The American Revolution, 460–465; The French Revolution Begins, 466–474; A Radical Phase, 475–481; The Industrial Revolution Begins, 496–503; The Second Industrial Revolution, 513–519; Changing Ways of Life and Thought, 520–529; Revolutions Sweep Europe, 536–544; Latin American Nations Win Independence, 545–549; Human Rights, 889–891; Advances in Science and Technology, 900–904</p> <p>Topic 12 Assessment (3. Explain Development), 490; (15. Identify Influences), 492; (16. Explain Philosophies), 492; (18. Compare the Consequences), 492; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 13 Assessment (7. Formulate Generalizations), 530; (5. Explain Scientific Advancements), 530; (6. Explain Political and Economic Changes), 530; (9. Identify Important Changes), 530; Topic 14 Assessment (2. Explain the Impact), 587; (3. Trace the Influence), 587; (9. Describe People's Participation), 587</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Political Structures; Economics – Economics Basics</p> |

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| 5 Key Concepts and Understandings | |
| PC People, Groups and Cultures | |
| The Modern Era | |
| 9-12.WH.5.PC.A Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. | SE/TE: Armenian Genocide, 607; The Holocaust, 750–755; Human Rights, 889–891 Topic 15 Assessment (11. Identify Politically Motivated Mass Murders), 642; Topic 18 Assessment (9. Explain Roles and Identify Examples), 770; Topic 19 Assessment (7. Identify and Describe), 807; (15. Identify Individuals), 808; Topic 21 Assessment (18. Describe Changing Roles), 907 |
| 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation. | SE/TE: Globalization and Trade, 881–885 Topic 21 Assessment (2. Summarize Impact), 905; (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906 |
| 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. | SE/TE: Globalization and Trade, 881–885; Advances in Science and Technology, 900–904 Topic 21 Assessment (4. Explain the Role), 905 <u>Digital Resources:</u> <i>Social Studies Core Concepts: Economics – Economics Basics</i> |
| 9-12.WH.5.PC.D Analyze the causes and effects of the-changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450. | SE/TE: This standard is met throughout the program. For examples see the following: The French Revolution, 467–474, 475–481; Changing Ways of Life and Thought, 520–529; Revolutions Sweep Europe, 536–544; Latin Americans Win Independence, 545–549; Democratic Reforms in Britain, 561–568; Civil Rights Movement, 785–786; New Nations in South Asia and Southeast Asia, 812–820; African Nations Win Independence, 821–828; Latin American Nations Move Toward Democracy, 866–872; Human Rights, 889–891 |

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| <p>(Continued) 9-12.WH.5.PC.D Analyze the causes and effects of the-changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.</p> | <p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Political Participation; Voting <i>Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Citizenship</p> |
| <p>9-12.WH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.</p> | <p>SE/TE: The United Nations is Formed, 767; NATO, 774, 776; OPEC, 834–835, 883–884; Changes in NATO, 873–874; European Union, 874; Global Organizations and Trade Agreements, 883–884 <i>Topic Assessment:</i> Topic 18 (15. Explain the Significance of the United Nations), 770; Topic 19 (3. Describe Effects), 807; Topic 21 (6. Explain the Significance), 905; (18. Describe Changing Roles), 907</p> |