

# CW HS World History II

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**Theme 1: Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- Take informed action based on their learning.

**Theme 2: Accelerated Exchange-** The study of world history begins with a brief review of areas of wealth including African cultures, the Islamic world, and Chinese dynasties. The links among regions through travel are emphasized, which illustrates interregional connections in the period of accelerated exchange. Examples include: West Africa, the Eurasian heartland, and the oceanic routes of the South China Sea and the Indian Ocean. The rebirth of education, arts, and sciences, along with major shifts in perspectives of government and the Church, shaped the Western world. Students will examine how the accelerated exchanges occurring before the Renaissance and Reformation challenged old ideas and created new solutions for an emerging modern world.

**Theme 3: The Age of Discovery and Exchange-** Unprecedented global interconnectedness resulted from the growth of empires, the spread and transformation of religions, and the age of exploration and colonization. This period of global exploration, inspired by technological and intellectual innovation along with economic pressures, connected previously isolated areas resulting in a global cultural exchange. This exchange expanded interregional systems of trade and communication, cultural interrelations, and learning. During this period, great empires in the old and new world developed, expanded and collapsed.

**Theme 4: Age of Revolution-** The Enlightenment and the Age of Revolution brought radical change to all aspects of peoples' lives. Ideas from classical governments, along with new ways of thinking resulting from the Renaissance and Reformation, caused individuals to view their relationship with government in new ways. These revelations led to political, social, and cultural revolutions in Europe, and the Americas. The Industrial Revolution changed the way in which individuals lived: the production of new goods, a global movement of people, a division of labor, and a new stratification of society.

**Theme 5: Modern Era-** The conditions and developments of the late nineteenth and twentieth centuries significantly influence today's world. Imperialism, nationalism, and economic transformations contributed to the First World War Economic collapse of the 1930s enabled the rise of totalitarianism which sparked World War II. The polarization which followed the world wars resulted in competition and conflict between the United States and Soviet Union. Technology played a vital role in conflicts and cooperation as well as the increasing globalization of the world. These developments greatly impacted cultural diffusion along with the movement and displacement of peoples.

## Strands:

- 1. History: Continuity and Change
- 2. Government Systems and Principles
- 3. Geographical Study
- 4. Economic Concepts
- 5. People, Groups and Cultures

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| Code   | Adopted Standards  | Code  | Current MLS  |
| <b>HS World History II: Strand 1 History: Continuity and Change</b>  |  |   |  |
| <b>Theme 1: Tools of Social Science inquiry</b>  |  |   |  |
| <b>Disciplinary Tools</b>  |  |   |  |
| <b>T1S1A</b>   | A. Create and use tools to analyze a chronological sequence of related events in world history.  | <b>TSSI.7.B</b>   | Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies  |
| <b>T1S1B</b>   | B. Explain connections among historical context and peoples' perspectives at the time in world history.  | <b>WH.3b.O</b>  | 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)     |
|  |  | <b>EGS.5.C.a</b>  | Describe physical characteristics and human characteristics that make specific places unique   |
|  |  | <b>EGS.5.C.c</b>  | Explain how and why different people may perceive the same place in varied ways  |
| <b>T1S1C</b>   | 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. |   |  |
| <b>T1S1D</b>   | 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.                                  |   |  |
| <b>T1S1D</b>   | 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.   |   |  |
| <b>Theme 2: Accelerated Exchange</b>   |  |   |  |
| <b>Key Concepts and Understandings</b>   |  |   |  |
| <b>T2S1A</b>   | A. Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.   | <b>WH.3b.G</b>  | 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. |
|  |  | <b>RIG.6.K</b>  | Compare and contrast the major ideas and beliefs of different cultures   |

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| <b>T2S1B</b>   | 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 | <b>PR.1.A.a</b><br><br><b>WH.3b.G</b><br><br><b>RIG.6.K</b>                      | Analyze changes in <b>democracy</b> and <b>republics</b> over time<br><br>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.<br><br>Compare and contrast the major ideas and beliefs of different cultures.  |
| <b>T2S1C</b>   | C. Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.                                   | <b>WH.3b.J</b>   | Analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world.   |
| <b>Theme 3: The Age of Discovery and Exchange</b>  |   |  |  |
| <b>Key Concepts and Understandings</b>   |   |  |  |
| <b>T3S1A</b>   | A. Analyze the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and predict their impact on conflict and cooperation.                   | <b>WH 3b.H</b><br><br><b>WH.3b.J</b>   | Analyze the following developments related to the Renaissance and Reformation including: new ways of thinking, humanism, new developments in arts and their impact on later developments.<br><br>Analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world.  |
| <b>T3S1B</b>   | B. Analyze the causes and consequences of European overseas expansion to determine its effect on Europe, Asia, Africa, and the Americas.  | <b>WH 3b.H</b><br><br><b>WH.3b.J</b><br><br><b>WH.3b.O</b><br><br><b>RIG.6.K</b> | Analyze the following developments related to the Renaissance and Reformation including: new ways of thinking, humanism, new developments in arts and their impact on later developments.<br><br>Analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world.<br><br>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).<br><br>Compare and contrast the major ideas and beliefs of different cultures |

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| <b>T3S1C</b>   | C. Explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.  | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. |
| <b>Theme 4: The Age of Revolution</b>  |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T4S1A</b>   | A. Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.   | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. |
|  |  | <b>PR.1.A.a</b>   | Analyze changes in democracies and republics over time  |
| <b>T4S1B</b>   | B. Compare and contrast causes and significant outcomes of political revolutions during this era. (e.g., Glorious Revolution, American Revolution, French Revolution, Haitian and Latin American Revolutions). | <b>PR.1.A.b</b>   | Apply the following in the context of the historical period being studied:<br>1. democracy<br>2. republic<br>3. changing role of government representation                  |
| <b>T4S1C</b>   | 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.                         | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. |
|  |  | <b>RIG.6.K</b>  | Compare and contrast the major ideas and beliefs of different cultures.   |
| <b>T4S1D</b>   | D. Analyze reactions to revolutions in order to predict future conflicts.  | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. |
| <b>T4S1E</b>   | E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.   |   |   |
| <b>Theme 5: Modern Era</b>   |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T5S1A</b>   | A. Analyze world-wide imperialism in the late 19th and early 20th centuries to determine its causes and consequences.  | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. |
|  |  | <b>WH. 3a.X</b>   | Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts.   |

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| <b>T5S1B</b>   | B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of 20th century to determine their impacts on the world today. | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.   |
|  |  | <b>WH. 3a.X</b>   | Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts  |
| <b>T5S1C</b>   | C. Analyze the process of decolonization to compare its effects on the world today   | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.   |
|  |  | <b>WH. 3a.X</b>   | Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts  |
| <b>HS World History II: Strand 2 <i>Government Systems and Principles</i></b>  |  |   |   |
| <b>Theme 1: Tools of Social Science Inquiry</b>  |  |   |   |
| <b>Disciplinary Tools</b>  |  |   |   |
| <b>T1S2A</b>   | A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history post c. 1450.         | <b>PPG.2.C.a (Gov)</b>  | Explain the processes pertaining to:<br>1. selection of political leaders (with an emphasis on presidential and parliamentary systems)<br>2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i> )<br>3. governmental systems<br>4. how laws and rules are made, enforced, changed and interpreted |
| <b>T1S2B</b>   | B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.  |   |   |
| <b>T1S2C</b>   | C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.  |   |   |
| <b>Theme 2: Accelerated Change</b>   |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T2S2A</b>   | A. Compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.   | <b>PPG.2.B</b>  | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact.  |

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| <b>T2S2B</b>   | 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                    | <b>PPG.2.C</b>  | Analyze the processes pertaining to: <ol style="list-style-type: none"> <li>1. selection of political leaders</li> <li>2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>3. governmental systems</li> <li>4. how laws and rules are made, enforced, changed and interpreted</li> </ol>  |
| <b>Theme 3: The Age of Discovery and Exchange</b>  |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T3S2A</b>   | A. Describe how governments and governmental institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world. | <b>PPG.2.B</b>  | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.   |
| <b>T3S2B</b>   | B. Analyze the style and function of a leader to determine their impact on a governmental system.  | <b>PPG.2.B</b>  | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact   |
| <b>Theme 4: The Age of Revolution</b>  |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T4S2A</b>   | 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 power. | <b>PR.1.B</b>   | Explain the relevance and the connection of constitutional principles in the following documents: <ol style="list-style-type: none"> <li>1. Magna Carta</li> <li>2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory</li> </ol>  |
|  |  | <b>WH.3b.K.a</b>  | Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history.   |
| <b>T4S2B</b>   | B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society.  | <b>PPG.2.C.a (Gov)</b>  | Explain the processes pertaining to: <ol style="list-style-type: none"> <li>1. selection of political leaders (with an emphasis on presidential and parliamentary systems)</li> <li>2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>3. governmental systems</li> <li>4. how laws and rules are made, enforced, changed and interpreted</li> </ol> |

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| <b>T4S2C</b>   | C. Compare and contrast government systems resulting from political revolutions.   | <b>WH.3b.K.B</b>  | Identify and explain the major revolutions of the 18 <sup>th</sup> and 19 <sup>th</sup> centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization) |
| <b>Theme 5: The Modern Era</b>   |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T5S2A</b>   | A. Compare and contrast evolving governmental systems, including monarchy, totalitarianism, theocracy, and representative government to determine their impact on society. | <b>WH.3b.K.B</b>  | Identify and explain the major revolutions of the 18 <sup>th</sup> and 19 <sup>th</sup> centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization) |
| <b>T5S2B</b>   | B. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.                | <b>WH.3b.K.B</b>  | Identify and explain the major revolutions of the 18 <sup>th</sup> and 19 <sup>th</sup> centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization) |
| <b>HS World History II: Strand 3 <i>Geographical Study</i></b>   |  |   |   |
| <b>Theme 1: Tools of Social Science Inquiry</b>  |  |   |   |
| <b>T1S3A</b>   | 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.                    | <b>TSSI.7.B</b>   | Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies   |
| <b>T1S3B</b>   | B. Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.  |   |   |
| <b>T1S3C</b>   | C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world                               |   |   |
| <b>Theme 2: Accelerated Change</b>   |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T2S3A</b>   | A. Analyze physical geography to explain how regions are connected or isolated from each other.  | <b>WH.3b.G</b>  | 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   |
| <b>T2S3B</b>   | B. Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian and American societies.                                   | WH.3b.G   | 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   |

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| <b>Theme 3: The Age of Discovery and Exchange</b>                                   |   |  |  |
| <b>Key Concepts and Understandings</b>  |   |  |  |
| <b>T3S3A</b>  | A. Analyze physical geography to explain the availability and movement of resources.  | <b>WH.3b.G</b>   | 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  |
| <b>T3S3B</b>  | B. Describe major changes in patterns of migration and human settlement resulting from European expansion.  | <b>WH.3b.G</b>   | 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. |
|   |   | <b>EGS.5.E.a</b>                                       | Explain the factors that account for patterns in trade and human migration   |
| <b>Theme 4: The Age of Revolution</b>   |   |  |  |
| <b>Key Concepts and Understandings</b>  |   |  |  |
| <b>T4S3A</b>  | A. Explain how and why places changed as a result of revolutions and why people perceived the same place in varied ways.  | <b>EGS. C. c</b>                                       | Explain how and why different people may perceive the same place in varied ways  |
| <b>T4S3B</b>  | B. Extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.                     | <b>ECP.4.J</b>   | Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy.   |
|   |   | <b>EGS.5.E.a</b>                                       | Explain the factors that account for patterns in trade and human migration   |
| <b>T4S3C</b>  | C. Explain the significance of new technologies in expanding peoples' capacity to modify the physical environment and their consequences.                           | <b>WH.3b.G</b>   | 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  |
| <b>Theme 5: Modern Era</b>  |   |  |  |
| <b>Key Concepts and Understandings</b>  |   |  |  |
| <b>T5S3A</b>  | A. Analyze physical geography to explain the availability and movement of resources.  | <b>WH.3b.G</b>   | 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  |
| <b>T5S3B</b>  | B. Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.                                  | <b>WH.3b.G</b>   | 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  |
| <b>T5S3C</b>  | C. Evaluate the relationship between technological and scientific advancements (e.g., communication, transportation, production) and increasing global interaction. | <b>WH.3b.G</b>   | 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  |



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| <b>T3S4B</b>  | B. Compare the origins, development and effects of coerced labor systems in Asia, Africa, Europe, and the Americas.   | <b>WH.3b.L</b>   | 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   |
|   |   | <b>WH.3b.I</b>   | Assess the impact of the First Global Age, 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 |
| <b>T3S4C</b>  | C. Describe how new sources of wealth resulting from global interaction impacted cultures and civilizations.  | <b>WH 3b.H</b>   | Analyze the following developments related to the Renaissance and Reformation including: new ways of thinking, humanism, new developments in arts and their impact on later developments.  |
|   |   | <b>WH.3b.L</b>   | 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   |
| <b>Theme 4: The Age of Revolution</b>   |   |  |  |
| <b>Key Concepts and Understandings</b>  |   |  |  |
| <b>T4S4A</b>  | 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.                         | <b>WH.3b.L</b>   | 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   |
| <b>T4S4B</b>  | 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.        | <b>WH.3b.N</b>   | Evaluate European and Japanese imperialism of the late 19 <sup>th</sup> and 20 <sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences   |
| <b>Theme 5: The Modern Era</b>  |   |  |  |
| <b>Key Concepts and Understandings</b>  |   |  |  |
| <b>T5S4A</b>  | A. Analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions | <b>WH.3b.N</b>   | Evaluate European and Japanese imperialism of the late 19 <sup>th</sup> and 20 <sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences   |

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| <b>T5S4B</b>   | 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.    | <b>WH.3b.N</b>  | Evaluate European and Japanese imperialism of the late 19 <sup>th</sup> and 20 <sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short-and long-term consequences |
| <b>HS World History II: Strand 5 <i>People, Groups, and Cultures</i></b>   |   |   |   |
| <b>Theme 1: Tools of Social Science Inquiry</b>  |   |   |   |
| <b>Disciplinary Tools</b>  |   |   |   |
| <b>T1S5A</b>   | A. Describe how peoples' perspectives shaped the sources/artifacts they created.  | <b>TSSI.7.F</b>   | Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts  |
| <b>T1S5B</b>   | B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.                                 | <b>TSSI.6.L</b>   | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects.  |
|  |   | <b>TSSI.6.M</b>   | Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs.  |
|  |   | <b>TSSI.6.N</b>   | Predict the consequences that can occur when: institutions fail to meet the needs of individuals and groups<br>individuals fail to carry out their personal responsibilities                                |
| <b>Theme 2: Accelerated Change</b>   |   |   |   |
| <b>Key Concepts and Understandings</b>   |   |   |   |
| <b>T2S5A</b>   | A. Explain how scientific and technological advancements impacted the interconnectedness in and among regions.  | <b>EGS.5.I</b>  | Explain how technology has expanded people's capacity to modify the physical environment.   |
| <b>T2S5B</b>   | B. Analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.   | <b>WH. 3b.H.</b>  | Analyze the following developments related to the Renaissance and Reformation including: new ways of thinking, humanism, new developments in arts and their impact on later developments                    |
| <b>T2S5C</b>   | C. Analyze the historic rise of Islam, as well as the expansion of Christianity, Islam, and Buddhism in order to explain their transformations and roles in conflict and cooperation. | <b>PR.2.B</b>   | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.                                 |
| <b>Theme 3: The Age of Discovery and Exchange</b>  |   |   |   |
| <b>Key Concepts and Understandings</b>   |   |   |   |

## CW HS World History II

T= Theme, S=Strand, A,B,C=Standard

| <b>Missouri Learning Standards:<br/>Grade-Level Expectations for Social Studies</b> |   | <b>Missouri Learning Standards:<br/>Social Studies</b> |  |
|---|---|--|--|
| (Adopted April 2016 for implementation in the 2016–2017 school year)                |   | (Adopted 2010)   |  |
| Code  | Adopted Standards   | Code   | Current MLS  |
| <b>T3S5A</b>  | A. Analyze the exchange of people, goods and ideas to determine their impact on global interdependence and conflict.  | <b>WH3b.O</b>  | 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) |
|   |   | <b>ECP.4.J</b>   | Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy  |
| <b>T3S5B</b>  | 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. | <b>WH3b.O</b>  | 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) |
| <b>T3S5C</b>  | C. Assess the roles of class, ethnic/racial groups, gender, and age to determine a person’s roles in society and social institutions.   | <b>WH3b.O</b>  | 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) |
|   |   | <b>ECP.4.J</b>   | Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy.   |
| <b>T3S5D</b>  | D. Trace the development and impact of religious reform on exploration and conflicts among groups and nations.  | <b>PR.2.B</b>  | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.              |
| <b>Theme 4: The Age of Revolution</b>   |   |  |  |
| <b>Key Concepts and Understandings</b>  |   |  |  |
| <b>T4S5A</b>  | A. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.                       | <b>WH.I3b.K.a</b>                                      | Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history                           |
| <b>T4S5B</b>  | B. Analyze new technologies and forms of energy to determine their effects on the lives of individuals, groups, and societal organization.  | <b>EGS.4.J<br/>(Econ)</b>                              | Explain how technology has expanded people’s capacity to modify the physical environment   |
|   |   | <b>EGS.5.G.c.</b>                                      | Identify and evaluate policies and programs related to the use of resources  |
| <b>T4S5C</b>  | C. Analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.  | <b>EGS.5.E.b.</b>                                      | Describe the major effects of changes in patterns of the movement of people, products and ideas  |
| <b>T4S5D</b>  | D. Analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation.                 | <b>PR.2.B</b>  | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.              |

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|--|--|---|---|
| Code   | Adopted Standards  | Code  | Current MLS   |
| <b>Theme 5: Modern Era</b>   |  |   |   |
| <b>Key Concepts and Understandings</b>   |  |   |   |
| <b>T5S5A</b>   | A. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.                                   | <b>ECP.4.B</b>  | Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history. |
|  |  | <b>EGS.5.J.a</b>  | Explain the factors that account for patterns in trade and human migration  |
| <b>T5S5B</b>   | B. Analyze the process of globalization to determine its effect on global conflict and cooperation.  | <b>EGS.5.J.a (ECON)</b>   | Explain the factors that account for patterns in trade and human migration.   |
|  |  | <b>EGS.5.E.c (ECON)</b>   | Identify issues pertaining to the movement of people, products and ideas, and propose, and evaluate ways to address these issues.                               |
|  |  | <b>EGS.5.F.d</b>  | Explain how and why regions change  |
| <b>T5S5C</b>   | C. Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo. | <b>RIG.6.O</b>  | Determine the causes, consequences and possible resolutions of cultural conflicts.  |
|  |  | <b>RIG.6.L</b>  | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects                                     |
| <b>T5S5D</b>   | D. Analyze the causes and effects of the-changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.                                  |   |   |
| <b>T5S5E</b>   | E. Evaluate the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.   |   |   |