

Ninth Grade

Medina County Schools'

Course of Study

For

Social Studies

June, 2009

STANDARD 1: HISTORY

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.	SS.1.A.9.1 <i>Enlightenment Ideas</i>	1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.	Vocabulary
B. Explain the social, political and economic effects of industrialization.	SS.1.A.9.2 SS.1.B.9.3a <i>Industrialization</i> SS.1.B.9.3b SS.1.B.9.3c SS.1.B.9.3d SS.1.B.9.3e	2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence. 3. Explain the causes and effects of the Industrial Revolution with emphasis on: a. How scientific and technological changes promoted industrialization in the textile industry in England; b. The impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe; c. The changing role of labor and the rise of the union movement; d. Changes in living and working conditions for the early industrial working class, especially women and children; e. The growth of industrialization around the world.	Assessments Resources/Remediation/ Enrichment

STANDARD 1: HISTORY (Cont.)

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Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.	SS.1.C.9.4 <i>Imperialism</i>	4. Describe the political, economic and social roots of imperialism.	Vocabulary
	SS.1.C.9.5a	5. Analyze the perspectives of the colonizers and the colonized concerning:	
	SS.1.C.9.5b	a. Indigenous language;	Assessments
	SS.1.C.9.5c	b. Natural resources;	
	SS.1.C.9.5d	c. Labor;	
	SS.1.C.9.5e	d. Political systems;	
	SS.1.C.9.5e	e. Religion.	
	SS.1.C.9.6a	6. Explain the global impact of imperialism including:	
	SS.1.C.9.6b	a. Modernization of Japan;	Resources/Remediation/ Enrichment
	SS.1.C.9.6c	b. Political and social reform in China;	
SS.1.C.9.6c	c. Exploitation of African resources.		

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
D. Connect developments related to World War I with the onset of World War II.	SS.1.D.9.7a <i>20th Century Conflict</i>	7. Analyze the causes and effects of World War I with emphasis on: a. Militarism, imperialism, nationalism and alliances; b. The global scope, outcomes and human costs of the war; c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks; d. The Treaty of Versailles and the League of Nations.	Vocabulary
	SS.1.D.9.7b		Assessments
	SS.1.D.9.7c		Resources/Remediation/ Enrichment
	SS.1.D.9.7d		8. Analyze the causes and consequences of the Russian Revolution including: a. The lack of economic, political and social reforms under the tsars; b. The impact of World War I; c. The emergence of Lenin, Stalin and the Bolsheviks; d. The rise of communism in Russia.
	SS.1.D.9.8a		
	SS.1.D.9.8b		
	SS.1.D.9.8c		
	SS.1.D.9.8d		

STANDARD 1: HISTORY (Cont.)

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Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
D. Connect developments related to World War I with the onset of World War II.	SS.1.D.9.9a	9. Assess the global impact of post-World War I economic, social and political turmoil including: a. Disarmament; b. Worldwide depression; c. Colonial rebellion; d. Rise of militarist and totalitarian states in Europe and Asia.	Vocabulary
	SS.1.D.9.9b		Assessments
	SS.1.D.9.9c		
	SS.1.D.9.9d		
	SS.1.D.9.10a	10. Analyze the causes of World War II including: a. Appeasement; b. Axis expansion; c. The role of the Allies.	
	SS.1.D.9.10b		
	SS.1.D.9.10c		
	Resources/Remediation/ Enrichment		

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
E. Analyze connections between World War II, the Cold War and contemporary conflicts.	SS.1.E.9.11a <i>20th Century Conflict</i>	11. Analyze the consequences of World War II including: a. Atomic weapons; b. Civilian and military losses; c. The Holocaust and its impact; d. Refugees and poverty; e. The United Nations; f. The establishment of the state of Israel.	Vocabulary
	SS.1.E.9.11b		Assessments
	SS.1.E.9.11c		
	SS.1.E.9.11d		
	SS.1.E.9.11e		
	SS.1.E.9.11f		
	SS.1.E.9.12a	12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including: a. Soviet expansion in Eastern Europe; b. The division of Germany; c. The emergence of NATO and the Warsaw Pact; d. The Chinese Communist Revolution.	Resources/Remediation/ Enrichment
	SS.1.E.9.12b		
	SS.1.E.9.12c		
	SS.1.E.9.12d		

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
E. Analyze connections between World War II, the Cold War and contemporary conflicts.	SS.1.E.9.13a	13. Examine social, economic and political struggles resulting from colonialism and imperialism including:	Vocabulary
	SS.1.E.9.13b	a. Independence movements in India, Indochina and Africa; b. Rise of dictatorships in former colonies.	
	SS.1.E.9.14a	14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:	Assessments
	SS.1.E.9.14b	a. The arms build-up;	
	SS.1.E.9.14c	b. Ethnic unrest in the Soviet Union; c. Independence movements in former Soviet satellites;	
	SS.1.E.9.14d	d. Global decline of communism.	
	SS.1.E.9.15a	15. Examine regional and ethnic conflict in the post-Cold War era including:	Resources/Remediation/ Enrichment
	SS.1.E.9.15b	a. Persistent conflict in the Middle East;	
	SS.1.E.9.15b	b. Ethnic strife in Europe, Africa and Asia.	

STANDARD 1: HISTORY (Cont.)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
<p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p>	<p>See Grade 10 Page 193</p>	<p>No indicators present for this benchmark.</p>	<p>Vocabulary</p> <hr/> <p>Assessments</p> <hr/> <p>Resources/Remediation/ Enrichment</p>

STANDARD 2: PEOPLE IN SOCIETIES

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Analyze the influence of different cultural perspectives on the actions of groups.	SS.2.A.9.1a <i>Cultures</i> SS.2.A.9.1b SS.2.A.9.1c SS.2.A.9.1d	1. Analyze examples of how people in different cultures view events from different perspectives including: a. Creation of the state of Israel; b. Partition of India and Pakistan; c. Reunification of Germany; d. End of apartheid in South Africa.	Vocabulary
B. Analyze the consequences of oppression, discrimination and conflict between cultures.	SS.2.B.9.2a <i>Interaction</i> SS.2.B.9.2b	2. Analyze the results of political, economic, and social oppression and the violation of human rights including: a. The exploitation of indigenous peoples; b. The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 2: PEOPLE IN SOCIETIES (Cont.)

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.	SS.2.C.9.3a <i>Diffusion</i>	3. Explain how advances in communication and transportation have impacted: a. Globalization; b. Cooperation and conflict; c. The environment; d. Collective security; e. Popular culture; f. Political systems; g. Religion.	Vocabulary
	SS.2.C.9.3b		Assessments
	SS.2.C.9.3c		Resources/Remediation/ Enrichment
	SS.2.C.9.3d		
	SS.2.C.9.3e		
	SS.2.C.9.3f		
	SS.2.C.9.3g		

STANDARD 3: GEOGRAPHY

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.	SS.3.A.9.1a <i>Places and Regions</i>	1. Interpret data to make comparisons between and among countries and regions including: <ol style="list-style-type: none"> Birth rates; Death rates; Infant mortality rates; Education levels; Per capita Gross Domestic Product (GDP). 2. Explain how differing points of view play a role in conflicts over territory and resources. 3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.	Vocabulary
	SS.3.A.9.1b		Assessments
	SS.3.A.9.1c		Resources/Remediation/Enrichment
	SS.3.A.9.1d		
	SS.3.A.9.1e		
B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.	SS.3.A.9.2	4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.	
	SS.3.A.9.3		
	SS.3.B.9.4 <i>Human Environmental Interaction</i>		

STANDARD 3: GEOGRAPHY (Cont.)

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
C. Analyze the patterns and processes of movement of people, products and ideas.	SS.3.C.9.5 <i>Movement</i>	5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

STANDARD 4: ECONOMICS

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.	SS.4.A.9.1a <i>Markets</i>	1. Describe costs and benefits of trade with regard to: a. Standard of living; b. Productive capacity; c. Usage of productive resources; d. Infrastructure.	Vocabulary
	SS.4.A.9.1b		Assessments
	SS.4.A.9.1c		
	SS.4.A.9.1d		
	SS.4.A.9.2	2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.	
	SS.4.A.9.3a	3. Analyze characteristics of traditional, market, command and mixed economies with regard to: a. Private property; b. Freedom of enterprise; c. Competition and consumer choice; d. The role of government.	Resources/Remediation/ Enrichment
SS.4.A.9.3b			
SS.4.A.9.3c			
SS.4.A.9.3d			

STANDARD 4: ECONOMICS (Cont.)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.	SS.4.B.9.4 <i>Government and the Economy</i>	4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

STANDARD 5: GOVERNMENT

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.	See Grade 10 Page 200	No indicators present for this benchmark.	Vocabulary
B. Analyze the differences among various forms of government to determine how power is acquired and used.	SS.5.B.9.1 <i>Systems of Government</i>	1. Explain how various systems of governments acquire, use and justify their power.	
	SS.5.B.9.2a	2. Analyze the purposes, structures and functions of various systems of government including:	Assessments
	SS.5.B.9.2b	a. Absolute monarchies;	
	SS.5.B.9.2c	b. Constitutional monarchies;	
	SS.5.B.9.2d	c. Parliamentary democracies;	
	SS.5.B.9.2e	d. Presidential democracies;	
	SS.5.B.9.2f	e. Dictatorships;	
		f. Theocracies.	Resources/Remediation/ Enrichment

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Analyze ways people achieve governmental change, including political action, social protest and revolution.	SS.6.A.9.1a <i>Participation</i>	1. Analyze and evaluate the influence of various forms of citizen action on public policy including: <ol style="list-style-type: none"> a. The French Revolution; b. The international movement to abolish the slave trade and slavery; c. The Russian Revolution; d. The independence movement in India; e. The fall of communism in Europe; f. The end of apartheid. 2. Describe and compare opportunities for citizen participation under different systems of government including: <ol style="list-style-type: none"> a. Absolute monarchies; b. Constitutional monarchies; c. Parliamentary democracies; d. Presidential democracies; e. Dictatorships; f. Theocracies. 3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.	Vocabulary
	SS.6.A.9.1b		Assessments
	SS.6.A.9.1c		Resources/Remediation/ Enrichment
	SS.6.A.9.1d		
	SS.6.A.9.1e		
	SS.6.A.9.1f		
	SS.6.A.9.2a		
	SS.6.A.9.2b		
	SS.6.A.9.2c		
	SS.6.A.9.2d		
	SS.6.A.9.2e		
	SS.6.A.9.2f		
	SS.6.A.9.3		

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

**Ohio Benchmarks
Grade 9**

**Instructional
Organization**

Grade Level Indicators

Notes

<p>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.</p>	<p>See Grade 10 Page 202</p>	<p>No indicators present for this benchmark.</p>	<p>Vocabulary</p>
			<p>Assessments</p>
			<p>Resources/Remediation/ Enrichment</p>

STANDARD 7: SOCIAL STUDIES SKILLS AND METHODS

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grade 9	Instructional Organization	Grade Level Indicators	Notes
A. Evaluate the reliability and credibility of sources.	SS.7.A.9.1 <i>Thinking and Organizing</i>	1. Detect bias and propaganda in primary and secondary sources of information.	Vocabulary
	SS.7.A.9.2a	2. Evaluate the credibility of sources for:	
	SS.7.A.9.2b	a. Logical fallacies;	
	SS.7.A.9.2c	b. Consistency of arguments;	
	SS.7.A.9.2d	c. Unstated assumptions;	
	SS.7.A.9.3a	d. Bias.	
B. Use data and evidence to support or refute a thesis.	SS.7.A.9.3a	3. Analyze the reliability of sources for:	Assessments
	SS.7.A.9.3b	a. Accurate use of facts;	
	SS.7.A.9.3c	b. Adequate support of statements;	
	SS.7.B.9.4a	c. Date of publication.	
SS.7.B.9.4b	<i>Communicating Information</i>	Resources/Remediation/ Enrichment	
SS.7.B.9.4c			
SS.7.B.9.4c			