

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade: World Studies 1750 to the Present**

History - continued		People in Societies	Economics	Government	Study Skills and Methods
absolutism alliances Allies appeasement atomic weapons Axis Bolsheviks civilian Cold War colonialism colonized communism cultural institutions depression dictatorships disarmament economic institutions emigration Enlightenment ethnic unrest / conflict / strife exploitation Holocaust ideologies imperialism (roots of) indigenous language Industrial Revolution industrialization labor militarism / militarist / military modernization monarchy nationalism natural resources persistent conflict perspectives political institutions poverty reform (political & social) refugees revolution rural-to-urban migrations satellites	social institutions Soviet technologies textile totalitarian trench warfare tsars union movement working class working conditions *MEPCV  <u>Suggested Vocabulary: Can apply to other standards</u> 1. cultural/social 2. social contract 3. agrarian nation class conflict immigrant labor organizations 4. cultural imperialism missionaries sphere of influence Social Darwinism 7. armistice collective security conscription mobilization neutrality Pan Slavism propaganda reparations total war v. limited war 14 Points 8. command economy proletariat, purges Soviet 9. depression Red Scare, unemployment 10. ultimatum, pacifism 11. blitzkrieg collaborator Fascism, inflation 12. containment détente, satellite 13. ethnic cleansing	apartheid collective security communication cooperation v. conflict exploitation genocide globalization indigenous people oppression / violation of human rights partition perspectives popular culture reunification transportation *MEPCV  <u>Suggested Vocabulary</u> 1. acculturation assimilate cultural diffusion desegregation diversity inclusion 2. atrocities - war crimes displacement 3. post industrial society  <u>Suggested Vocabulary</u> 2. diplomatic expansionism international law 5. national identity movement	blockades command economy competition freedom of enterprise infrastructure (of trade) international trade market economy mixed economies private property productive capacity protectionism quotas standard of living tariffs traditional economy *MEPCV  <u>Suggested Vocabulary</u> 1. agrarian nation free trade interdependence 2. capitalism distribution means of production socialism supply & base 3. capital competition economic systems fiscal policy inflation labor organizations (impact) laissez-faire monetary policies revenue technology	absolute monarchies constitutional monarchies dictatorships parliamentary democracies presidential democracies theocracies *MEPCV  <u>Suggested Vocabulary</u> 1. political party political reforms 2. conservative government institutions legislation liberal libertarian parliamentary (vs. USA) regime right - left - moderate sovereignty voter participation	assumptions bias consistency credibility of sources logical fallacies primary / secondary sources propaganda thesis *MEPCV  <u>Apply Previous Skills and Vocabulary</u> 1-4. credentials of the source criteria for evaluating sources cross-references fact vs. opinion main idea/question paraphrase parts of the source primary & secondary sources relevant/irrelevant data relevant inferences reliability of views supporting facts
		<b>Geography</b>  human migration infant mortality per capita / Gross Domestic Product- GDP urbanization *MEPCV		<b>Citizenship Rights and Responsibilities</b>  abolish slavery / trade citizen action influence international movement propaganda public policy / opinion slavery *MEPCV  <u>Suggested Vocabulary</u> conservative police powers suffrage unbiased	See the extensive number of Thinking Processes and Skills on the next page.

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

**\*(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 9<sup>th</sup> Grade.)

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade: World Studies 1750 to the Present**

<p align="center"><b>Stated Thinking Processes and Skills from the Indicators</b></p>	<p align="center"><b>“Explain” Impacts a Student’s Success</b></p>	<p align="center"><b>Universal Process for Historical or Daily Problem Solving Situations</b></p>
<p><b>compare:</b> to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p><b>Compare is involved in ALL of the following:</b></p> <p><b>analyze:</b> to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p><b>examine:</b> to study closely for details; to distinguish the common/critical attributes</p> <p><b>evaluate - assess:</b> to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p><b>describe:</b> to analyze into its parts but less detailed than explain</p> <p><b>interpret:</b> a student must 1<sup>st</sup> <b>analyze</b> and then make an <b>inference</b>; this is more subjective than an evaluation</p> <p><b>cause and effect:</b> the relationship between the Cause = a reason or motive - the WHY Effect = the results or outcomes - the WHAT HAPPENED</p> <p>Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p> <p><b>Note:</b> The cause/effect relationship is involved in a minimum of <b>13</b> of the <b>36</b> Indicators.</p>	<p>Explain is the <b>most frequently</b> stated verb in short and extended response questions.</p> <p><b>Explain means to:</b></p> <ul style="list-style-type: none"> <li>• make plain or clear; understandable</li> <li>• give reasons for.</li> </ul> <p><b>Explain requires the application of prior knowledge.</b></p> <ul style="list-style-type: none"> <li>• Students will need to communicate their responses with concise but complete information.</li> <li>• In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences.</li> <li>• The written response must include sufficient quality information and proof.</li> </ul> <p>Explain requires <b>more details</b> than describe. Explain is at the <b>analysis level or above</b> of problem solving.</p> <p><b>Technique Suggestion:</b> Each time “explain” is given in a prompt, students must cross out the word and replace it with - Give Specific Details. This raises the <u>first</u> awareness of what is required.</p> <p><b>Note:</b> The 9<sup>th</sup> Grade World History Standards include “explain” in <b>12 of the 36</b> Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> <li>a. identifying a problem;</li> <li>b. gathering information;</li> <li>c. listing and considering options;</li> <li>d. considering advantages and disadvantages of options;</li> <li>e. choosing and implementing a solution;</li> <li>f. developing criteria for judging its effectiveness;</li> <li>g. evaluate the effectiveness of the solution.</li> </ol> <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p><b>PROP A Universal for Evaluating Evidence</b></p> <p><b>P</b> = Is it a primary or secondary sources?  <b>R</b> = If the source is a person, does he or she have a reason to lie?  <b>O</b> = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge?  <b>P</b> = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <i>Evaluating Viewpoints in United States History</i>. Critical Thinking Books and Software, 1990.</small></p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade Scope & Sequence - World Studies from 1750 to the Present: Age of Revolutions Through the 20<sup>th</sup> Century**

Ninth grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

**Ninth Grade – History Standard**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.</p> <p><b>Suggested ESC Units &amp; Pacing Guide</b> The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit, beginning page 9<sup>th</sup> – 14.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Enlightenment Ideas</u></p> <ol style="list-style-type: none"> <li>1. Explain how <b>Enlightenment ideas</b> produced enduring effects on <b>political, economic and cultural institutions, including</b> challenges to religious authority, <b>monarchy and absolutism.</b> (Unit: 1)</li> <li>2. Explain connections among Enlightenment ideas, the American Revolution, the French <b>Revolution</b> and Latin American wars for independence. (Unit: 1)</li> </ol> <p align="center">- - - - -</p> <p align="center"><b>Universal - Enduring Idea</b></p> <p><u>There is an innate desire in humans to know and to be free.</u> Apply this universal idea to every Indicator. The universal directly links to the daily use of the Problem Solving Model on page 9<sup>th</sup> – 13.</p> <p>It is <b>imperative</b> that World Studies <b>thoroughly cover Unit 6</b> by the end of the school year. This content will be assessed on the OGT, and 10<sup>th</sup> Grade American History will only be just <b>starting</b> the Cold War Era by the March test.</p>	<p><b>Vocabulary/Strategies</b></p> <ol style="list-style-type: none"> <li>1. Make “People of the Enlightenment” baseball cards by including on the back of the philosopher’s picture: country, writings, general philosophy of government &amp; society as well as a connection to the U.S. Constitution.</li> <li>1. Compare philosophers such as Locke, Hobbes, Montesquieu, Rousseau, Voltaire, Smith using Venn diagrams, etc.</li> <li>1. <b>Cultural institutions:</b> an established custom, practice or relationship of importance in a society.</li> <li>1. Explain = effects</li> <li>1. <u>Suggested Vocabulary:</u> cultural/social</li> <li>2. French Revolution: role play the Estates</li> <li>2. Explain = compare</li> <li>2. <u>Suggested Vocabulary:</u> social contract</li> </ol> <p><b>Resources:</b> Norton City Schools <b>VHS tapes</b> reserved at 330-945-5600, ext. 1276 or on-line at <a href="http://cybersummit.org/">http://cybersummit.org/</a> such as <u>The Conquerors: Napoleon (V01854)</u> Preview for excerpts from Hollywood films: <u>Amadeus, Danton, Les Miserables</u></p>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — History Standard (continued)**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>B. Explain the social, political and economic effects of industrialization.</p> <p>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Industrialization</u></p> <p>3. Explain the causes and effects of the <b>Industrial Revolution</b> with emphasis on: <i>(Unit: 2)</i></p> <ul style="list-style-type: none"> <li>a. how scientific and technological changes promoted <b>industrialization</b> in the <b>textile</b> industry in England;</li> <li>b. the impact of the growth of population, <b>rural-to-urban migrations</b>, growth of industrial cities and <b>emigration</b> out of Europe;</li> <li>c. the changing role of <b>labor</b> and the rise of the <b>union movement</b>;</li> <li>d. changes in living and <b>working conditions</b> for the early industrial <b>working class</b>, especially women and children;</li> <li>e. the growth of industrialization around the world.</li> </ul> <p><u>Imperialism</u></p> <p>4. Describe the political, economic and <b>social</b> roots of <b>imperialism</b>. <i>(Unit: 3)</i></p> <p>5. Analyze the <b>perspectives</b> of the colonizers and the <b>colonized</b> concerning: <i>(Unit: 3)</i></p> <ul style="list-style-type: none"> <li>a. <b>indigenous language</b>;</li> <li>b. <b>natural resources</b>;</li> <li>c. labor;</li> <li>d. political systems;</li> <li>e. religion.</li> </ul> <p>6. Explain the global impact of imperialism <u>including</u>: <i>(Unit: 3)</i></p> <ul style="list-style-type: none"> <li>a. <b>modernization</b> of Japan;</li> <li>b. political and social <b>reform</b> in China;</li> <li>c. <b>exploitation</b> of African resources.</li> </ul>	<p><b>Vocabulary/Strategies</b></p> <p>3. Assembly line simulation</p> <p>3. Take a field trip to Zoar or Hale Farm to compare with an industrial society.</p> <p>3. Explain = cause and effect (See Graphic Organizer page 9<sup>th</sup> – 6 )</p> <p>3d. <u>Suggested Vocabulary</u>: agrarian nation, class conflict, immigration, labor organizations</p> <p>4. WebQuest for the Imperialism unit at: <a href="http://webquest.sdsu.edu/">http://webquest.sdsu.edu/</a> (type in Imperialism)</p> <p>4. Compare and contrast imperialism of 1800's to imperialism today.</p> <p>4. <u>Suggested Vocabulary</u>: cultural imperialism, missionaries, Pan Slavism, sphere of influence, Social Darwinism</p> <p>6. Such as: compare Japan and China's reaction to western imperialism or Develop a map showing Imperialism in Africa</p> <p>6a. Such as the rise of Japanese militarism; zaibotsu = economic reforms</p> <p>6. Explain = effects (impacts)</p> <p><b>Resources</b>: Robert Kipling Poems History Alive order at <a href="http://www.teachci.com/default.asp">http://www.teachci.com/default.asp</a> Modify WebQuest Lessons at <a href="http://webquest.sdsu.edu/">http://webquest.sdsu.edu/</a></p>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — History Standard (continued)**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>D. Connect developments related to World War I with the onset of World War II.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>20<sup>th</sup> Century Conflict</u> (World War I)</p> <p>7. Analyze the causes and effects of World War I with emphasis on: <i>(Unit: 4)</i></p> <ul style="list-style-type: none"> <li>a. <b>militarism</b>, imperialism, <b>nationalism</b> and <b>alliances</b>;</li> <li>b. the global scope, outcomes and human costs of the war;</li> <li>c. the role of new <b>technologies</b> and practices <u>including</u> the use of poison gas, <b>trench warfare</b>, machine guns, airplanes, submarines and tanks;</li> <li>d. the Treaty of Versailles and the League of Nations.</li> </ul> <p>8. Analyze the causes and consequences of the Russian Revolution <u>including</u>: <i>(Unit: 4)</i></p> <ul style="list-style-type: none"> <li>a. lack of economic, political and social reforms <b>tsars</b>;</li> <li>b. the impact of World War I;</li> <li>c. the emergence of Lenin, Stalin and the <b>Bolsheviks</b>;</li> <li>d. the rise of <b>communism</b> in Russia.</li> </ul> <p>9. Assess the global impact of post-World War I economic, social and political turmoil <u>including</u>: <i>(Unit: 4)</i></p> <ul style="list-style-type: none"> <li>a. <b>disarmament</b>;</li> <li>b. worldwide <b>depression</b>;</li> <li>c. colonial rebellion;</li> <li>d. rise of <b>militarist</b> and <b>totalitarian</b> states in Europe and Asia.</li> </ul>	<p><b>Vocabulary/Strategies</b></p> <p>7. Multiple causations: nationalism, imperialism, expansion, industrialization and a system of alliances. (organizer p. 9<sup>th</sup> – 6</p> <p>7a. Create a timeline of weapons such as, the machine gun, tank, airplane, in war.</p> <p>7b. Preview for excerpts from the book/movie <u>All Quiet on the Western Front</u></p> <p>7. <u>Suggested Vocabulary</u>: armistice, collective security, conscription, mobilization, neutrality, propaganda, reparations, total war v. limited war, 14 Points</p> <p>8d. Marxism</p> <p>8. <u>Suggested Vocabulary</u>: command economy, proletariat, purges, Soviet</p> <p>8. <b>Causes</b>: Russo-Japanese War, Rasputin, Bloody Sunday, W. W. I, creditability of tsar <b>Effects</b>: fall of tsar, communism, purges, Five Year Plan</p> <p>9. Students have a general blank outline map of Europe (pre-WWI) and a list of countries eliminated or created because of the World War I peace treaty. They have to put the countries on the map and take into account ethnic origins and nationalism. What problems might be created because of these new boundaries? This helps to focus on the rise of future struggles in Europe.</p> <p>9b. Europe went off the gold standard</p> <p>9d. Baltic, Central Europe, Middle East Balkans</p> <p>9. <u>Suggested Vocabulary</u>: depression, Red Scare, unemployment</p> <p><u>Resource</u>:</p> <p>8. Preview for excerpts from Hollywood video <u>Dr. Zhivago</u></p>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — History Standard (continued)**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>D. Connect developments related to World War I with the onset of World War II. <b>(continued)</b></p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>20<sup>th</sup> Century Conflict</u> (World War II)</p> <p>10. Analyze the causes of World War II <u>including</u>: (Unit: 5)</p> <p>a. <b>appeasement</b>;</p> <p>b. <b>Axis</b> expansion;</p> <p>c. the role of the <b>Allies</b>.</p> <p>11. Analyze the consequences of World War II <u>including</u>: (Unit: 5)</p> <p>a. <b>atomic weapons</b>;</p> <p>b. <b>civilian</b> and <b>military</b> losses;</p> <p>c. the <b>Holocaust</b> and its impact;</p> <p>d. <b>refugees</b> and <b>poverty</b>;</p> <p>e. the United Nations;</p> <p>f. the establishment of the state of Israel.</p>	<p><b>Vocabulary/Strategies</b></p> <p>10. Treaty of Versailles (harshness), reparations, Munich Pact, Weimar Republic</p> <p>10. <u>Suggested Vocabulary</u>: Fascism, inflation, ultimatum, pacifism</p> <p>11b. Banking, Forced Marches Burma</p> <p>11e. Compare U.N. to League of Nations; purpose, structure; permanent members</p> <p>11. <u>Suggested Vocabulary</u>: blitzkrieg, collaborator</p> <table border="1" data-bbox="1402 771 1976 995"> <thead> <tr> <th>Cue Words for Cause:</th> <th>Cue Words for Effect:</th> </tr> </thead> <tbody> <tr> <td>caused due to brought about led to on account of resulted in</td> <td>as a result of outcome therefore thus so</td> </tr> </tbody> </table> <p>11. Apply the Study Skills Problem Solving Model page 9<sup>th</sup> – 13. Sample lead questions such as:</p> <ul style="list-style-type: none"> <li>- What caused the Nazis to target the Jews?</li> <li>- Why did they decide on genocide rather than other options?</li> <li>- Is there a reasonable connection between the cause and the effect?</li> </ul> <p><b>Resources:</b></p> <p>11c. Preview for excerpts from <u>Night</u> by Elie Wiesel</p> <p>11e. Virtual tour of United States Holocaust Memorial Museum at <a href="http://www.ushmm.org/">http://www.ushmm.org/</a></p>	Cue Words for Cause:	Cue Words for Effect:	caused due to brought about led to on account of resulted in	as a result of outcome therefore thus so
Cue Words for Cause:	Cue Words for Effect:					
caused due to brought about led to on account of resulted in	as a result of outcome therefore thus so					

Cause (The Why)	So	Effect (What Happened?)
The Nazi regime hated the Jews.	→	planned the systematic deaths of European Jews
	→	large concentration camps were built

**Conclusion:**

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — History Standard (continued)**

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.

<b>Ohio Benchmarks Grades 9-10</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>E. Analyze connections between World War II, the Cold War and contemporary conflicts. <b>(continued)</b></p>	<p><u>20<sup>th</sup> Century Conflict</u> (Cold War)</p> <p>12. Analyze the impact of conflicting political and economic <b>ideologies</b> after World War II that resulted in the <b>Cold War</b> <u>including</u>: (Unit: 6)</p> <ul style="list-style-type: none"> <li>a. <b>Soviet</b> expansion in Eastern Europe;</li> <li>b. the division of Germany;</li> <li>c. the emergence of NATO and the Warsaw Pact;</li> <li>d. the Chinese Communist Revolution.</li> </ul> <p>13. Explain social, economic and political struggles resulting from <b>colonialism</b> and imperialism <u>including</u>: ((Unit: 6)</p> <ul style="list-style-type: none"> <li>a. independence movements in India, Indochina and Africa;</li> <li>b. rise of <b>dictatorships</b> in former colonies.</li> </ul> <p>14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War <u>including</u>: (Unit: 6)</p> <ul style="list-style-type: none"> <li>a. the arms build-up;</li> <li>b. <b>ethnic unrest</b> in the Soviet Union;</li> <li>c. independence movements in former Soviet <b>satellites</b>;</li> <li>d. global decline of communism.</li> </ul> <p>15. Examine regional and <b>ethnic conflict</b> in the post-Cold War era <u>including</u>: (Unit: 6)</p> <ul style="list-style-type: none"> <li>a. <b>persistent conflict</b> in the Middle East;</li> <li>b. <b>ethnic strife</b> in Europe, Africa and Asia.</li> </ul>	<p>12. Conflicting ideologies such as: Truman Doctrine, Marshall Plan, Iron Curtain, Berlin Wall</p> <p>12. <u>Suggested Vocabulary</u>: containment, détente, satellite</p> <p>12. Preview for excerpts from <u>Brave New World</u> by Aldous Huxley</p> <p>13. <b>Colonialism</b>: a system where one country extends its control over foreign dependencies, especially for economic benefit.</p> <p>13. <b>Dictatorship</b>: a system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.</p> <p>13. &amp; 14. Explain = cause and effect</p> <p>15. <u>Suggested Vocabulary</u>: ethnic cleansing</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — People in Societies Standard**

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.

<b>Ohio Benchmarks Grades 9-10</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>						
<p>A. Analyze the influence of different cultural perspectives on the actions of groups.</p> <p>B. Analyze the consequences of oppression, discrimination and conflict between cultures.</p> <p>C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>	<p><u>Cultures</u></p> <p>1. Analyze examples of how people in different cultures view events from different <b>perspectives</b> <u>including</u>:</p> <p style="margin-left: 20px;">a. creation of the state of Israel; (Unit: 3)</p> <p style="margin-left: 20px;">b. <b>partition</b> of India and Pakistan; (Unit: 6)</p> <p style="margin-left: 20px;">c. <b>reunification</b> of Germany; (Unit: 6)</p> <p style="margin-left: 20px;">d. end of <b>apartheid</b> in South Africa. (Unit: 6)</p> <p><u>Interaction</u></p> <p>2. Analyze the results of political, economic, and social <b>oppression</b> and the <b>violation of human rights</b> <u>including</u>: (Units: 2, 3)</p> <p style="margin-left: 20px;">a. the <b>exploitation</b> of <b>indigenous</b> peoples;</p> <p style="margin-left: 20px;">b. the Holocaust and other acts of <b>genocide</b>, <u>including</u> those that have occurred in Armenia, Rwanda, Bosnia and Iraq. (Units: 5, 6)</p> <p><u>Diffusion</u></p> <p>3. Explain how advances in <b>communication</b> and <b>transportation</b> have impacted: (Unit: 2)</p> <p style="margin-left: 20px;">a. <b>globalization</b>;</p> <p style="margin-left: 20px;">b. <b>cooperation</b> and <b>conflict</b>; (Unit: 3)</p> <p style="margin-left: 20px;">c. the environment; (Unit: 3)</p> <p style="margin-left: 20px;">d. <b>collective security</b>;</p> <p style="margin-left: 20px;">e. <b>popular culture</b>;</p> <p style="margin-left: 20px;">f. political systems;</p> <p style="margin-left: 20px;">g. religion. (Unit: 3)</p>	<p>1. Such as Mao Zedong, Buddhist monks, Khmer Rouge, Soviet Union, Castro</p> <p>1d. Compare and contrast apartheid to American slavery</p> <p>1. <b>Perspectives</b>: a specific point of view in understanding or judging things or events.</p> <p>1. <u>Suggested Vocabulary</u>:</p> <table border="0" style="width: 100%;"> <tr> <td>acculturation</td> <td>desegregation</td> </tr> <tr> <td>assimilate</td> <td>diversity</td> </tr> <tr> <td>cultural diffusion</td> <td>inclusion</td> </tr> </table> <p>2. <u>Suggested Vocabulary</u>: atrocities - war crimes, displacement</p> <p>3. <b>Globalization</b>: the act, process or policy of making something worldwide in scope or application.</p> <p>3. Explain = effect (impacts)</p> <p>3e. Use of leisure time, International Olympics, Internet, McDonalds</p> <p>3. <u>Suggested Vocabulary</u>: post industrial society</p>	acculturation	desegregation	assimilate	diversity	cultural diffusion	inclusion
acculturation	desegregation							
assimilate	diversity							
cultural diffusion	inclusion							



**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — Geography Standard**

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.

<b>Ohio Benchmarks Grades 9-10</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.</p> <p>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</p> <p>C. Analyze the patterns and processes of movement of people, products and ideas.</p>	<p><u>Places and Regions</u></p> <ol style="list-style-type: none"> <li>Interpret data to make comparisons between and among countries and regions <u>including</u>:               <ol style="list-style-type: none"> <li>birth rates; (Unit: 2)</li> <li>death rates; (Unit: 2)</li> <li><b>infant mortality</b> rates; (Unit: 2)</li> <li>education level; (Unit: 2)</li> <li><b>per capita / Gross Domestic Product (GDP)</b>. (Unit: 6)</li> </ol> </li> <li>Explain how differing points of view play a role in conflicts over territory and resources. (Units: 3, 4)</li> <li>Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict. (Units: 1, 3, 4, 5, 6)</li> </ol> <p><u>Human Environmental Interaction</u></p> <ol style="list-style-type: none"> <li>Explain the causes and consequences of <b>urbanization</b> including economic development, population growth and environmental change. (Units: 2, 3)</li> </ol> <p><u>Movement</u></p> <ol style="list-style-type: none"> <li>Analyze the social, political, economic and environmental factors that have contributed to <b>human migration</b> now and in the past. (Units: 2, 3)</li> </ol>	<ol style="list-style-type: none"> <li><b>Gross domestic product</b>: the value of all final goods and services produced within a country's borders in a given year.</li> <li>Explain = contrast (relationships)</li> <li><u>Suggested Vocabulary</u>: diplomatic expansionism, international law</li> <li>Such as treaties, foreign aid, international and trade patterns</li> <li>Explain = analyze / cause (contributed to)</li> <li>Explain = cause and effect</li> <li>Flow chart to show urban changes: city sizes; living and working conditions, emerging social classes, etc. For example: moving from a farm – to cottage industries – to large factories.</li> <li>Cold War examples such as: East and West Germany Eastern Europe North and South Korea Vietnam Cuba China</li> <li>Economics: capitalism v. communism</li> <li><u>Suggested Vocabulary</u>: national identity movement</li> </ol>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade — Economics Standard**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>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.</p> <p>B. Explain how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Markets</u></p> <ol style="list-style-type: none"> <li>Describe costs and benefits of trade with regard to: <i>(Unit: 2)</i> <ol style="list-style-type: none"> <li><b>standard of living</b>;</li> <li><b>productive capacity</b>;</li> <li>usage of productive resources; <i>(Unit: 3)</i></li> <li><b>infrastructure</b>.</li> </ol> </li> <li>Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of: <i>(Units: 2, 3, 4, 5)</i> <ol style="list-style-type: none"> <li>what to produce;</li> <li>how to produce;</li> <li>for whom to produce.</li> </ol> </li> <li>Analyze characteristics of <b>traditional, market, command and mixed economies</b> with regard to: <i>(Units: 1, 6)</i> <ol style="list-style-type: none"> <li><b>private property</b>;</li> <li><b>freedom of enterprise</b>;</li> <li><b>competition</b> and consumer choice;</li> <li>the role of government. <i>(Unit: 3)</i></li> </ol> </li> </ol> <p><u>Government and the Economy</u></p> <ol style="list-style-type: none"> <li>Analyze the economic costs and benefits of <b>protectionism, tariffs, quotas and blockades</b> on <b>international trade</b>. <i>(Units: 2, 3, 4, 5)</i></li> </ol>	<p><b>Vocabulary/Strategies</b></p> <ol style="list-style-type: none"> <li><b>Standard of living</b>: a person's or group's level of material well-being, as measured by educations, housing, healthcare and nutrition.</li> <li><b>Productive capacity</b>: the maximum output that an economy can produce without big increase in inflation.             <ol style="list-style-type: none"> <li><u>Suggested Vocabulary</u>: agrarian nation, free trade, interdependence</li> </ol> </li> <li>Explain = cause and effect</li> <li><u>Suggested Vocabulary</u>: capitalism, distribution, means of production, socialism, supply &amp; base</li> <li><b>Traditional economy</b>: an economic system in which decisions on production and consumption are based on customs, beliefs, rituals and habits.</li> <li><b>Market economy</b>: an economic system in which decisions are on production and consumption are made by individuals acting as buyers and sellers.</li> <li><b>Command economy</b>: an economic system in which all decisions on production and consumption are made by a central gov't.</li> <li><b>Mixed economy</b>: an economic system that combines features of more than one of the traditional, command, and market systems.             <ol style="list-style-type: none"> <li><u>Suggested Vocabulary</u>: capital, competition, economic systems, fiscal policy, inflation, labor organizations (impact), laissez-faire, monetary policies, revenue, technology</li> </ol> </li> </ol>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade – Government Standard**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>B. Analyze the differences among various forms of government to determine how power is acquired and used.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Systems of Government</u></p> <p>1. Explain how various systems of governments acquire, use and justify their power. (Units: 1, 3, 4, 5, 6)</p> <p>2. Analyze the purposes, structures and functions of various systems of government <u>including</u>: (Unit: 1)</p> <p>a. <b>absolute monarchies</b>; (Unit: 4)</p> <p>b. <b>constitutional monarchies</b>; (Unit: 2)</p> <p>c. <b>parliamentary democracies</b>; (Units: 2, 5, 6)</p> <p>d. <b>presidential democracies</b>; (Units: 2, 5, 6)</p> <p>e. <b>dictatorships</b>; (Units: 5, 6)</p> <p>f. <b>theocracies</b>.</p>	<p><b>Vocabulary/Strategies</b></p> <p>1. <u>Suggested Vocabulary</u>: political party, political reforms</p> <p>1. Explain = analyze. Students must be able to summarize and then make a generalization. This is not a retell.</p> <p>2. Apply Citizenship Indicator: 2</p> <p>2. <b>Absolute monarchy</b>: a system of government headed by a monarch as the only source of power controlling all functions of the state.</p> <p>2. <b>Constitutional monarchy</b>: a system of government headed by a monarch who powers are delineated in the fundamental law of the state.</p> <p>2. <b>Parliamentary democracy</b>: a system of government in which the executive leaders (usually a prime minister and a cabinet) are chosen by and responsible to the legislature (Parliament), as well as being members of the legislature, as in Great Britain.</p> <p>2. <b>Presidential democracy</b>: a system of government characterized by a separation of powers between independent and coequal executive and legislative branches such as the United States.</p> <p>2. <b>Dictatorship</b>: a system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.</p> <p>2. <b>Theocracy</b>: a system of government headed by one or more religious leaders who claim to rule by divine authority.</p> <p>2. <u>Suggested Vocabulary</u>: conservative, government institutions, legislation, liberal, libertarian, parliamentary (vs. USA), regime, right - left - moderate, sovereignty, voter participation</p>								
<p><b>Systems of Government</b></p> <table border="1"> <thead> <tr> <th>Type Gov.</th> <th>Acquires Power</th> <th>Uses Power</th> <th>Justifies Power</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Conclusion:</b></p>		Type Gov.	Acquires Power	Uses Power	Justifies Power					
Type Gov.	Acquires Power	Uses Power	Justifies Power							

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade – Citizenship Rights and Responsibilities Standard**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution.</p>	<p><b>Grade-Level Indicators</b></p> <p><u>Participation</u></p> <p>1. Analyze and evaluate the <b>influence</b> of various forms of <b>citizen action</b> on <b>public policy</b> <u>including</u>: (Unit: 5)</p> <ul style="list-style-type: none"> <li>a. the French Revolution; (Unit: 1)</li> <li>b. the <b>international movement to abolish</b> the slave and <b>slavery</b>; (Unit: 2)</li> <li>c. the Russian Revolution; (Unit: 4)</li> <li>d. the independence movement in India; (Unit: 6)</li> <li>e. the fall of communism in Europe; (Unit: 6)</li> <li>f. the end of apartheid. (Unit: 6)</li> </ul> <p>2. Describe and compare opportunities for citizen participation under different systems of government <u>including</u>: (Units: 1, 2)</p> <ul style="list-style-type: none"> <li>a. absolute monarchies;</li> <li>b. constitutional monarchies;</li> <li>c. parliamentary democracies;</li> <li>d. presidential democracies;</li> <li>e. dictatorships; (Unit: 4)</li> <li>f. theocracies.</li> </ul> <p>3. Analyze how governments and other groups have used <b>propaganda</b> to influence <b>public opinion</b> and behavior. (Units: 1, 4)</p> <p align="center">- - - - -</p> <p><b>Note: Resource:</b> United Streaming Videos There are many video clips available to facilitate students listening for information at: <a href="http://www.unitedstreaming.com">http://www.unitedstreaming.com</a>. Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p><b>Vocabulary/Strategies</b></p> <p>1. Use the <b>Awareness/Action Plan</b> page 9<sup>th</sup> – 2.</p> <p>1. <u>Suggested Vocabulary</u>: police powers, taxes</p> <p>2. See previous page for definitions of the various types of listed governments</p> <p>2. <u>Suggested Vocabulary</u>: suffrage</p> <p>2. Apply Government Indicator: 2</p> <p>3. <u>Suggested Vocabulary</u>: unbiased</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p align="center"><b>Block Venn: Compare and Contrast</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">A</th> <th style="width: 33%;">Both A &amp; B</th> <th style="width: 33%;">B</th> </tr> </thead> <tbody> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> <tr> <td></td> <td style="background-color: #e0e0e0;"></td> <td></td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Conclusion:</b> (It is <b>essential</b> for students to complete this final conclusion from their diagram.)</p> </div> </div>	A	Both A & B	B															
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**Ninth Grade – Social Studies Skills and Methods Standard**

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.

<p><b>Ohio Benchmarks Grades 9-10</b></p> <p>A. Evaluate the reliability and credibility of sources.</p> <p>B. Use data and evidence to support or refute a thesis.</p>	<p><b>Universal: Applies to All Indicators</b>  <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> <li>1. Detect <b>bias</b> and <b>propaganda</b> in <b>primary</b> and <b>secondary sources</b> of information. (Units: 1, 2, 3, 4, 5, 6)</li> <li>2. Evaluate the <b>credibility of sources</b> for: (Units: 2, 3, 4, 5, 6)             <ol style="list-style-type: none"> <li>a. <b>logical fallacies</b>;</li> <li>b. <b>consistency</b> of arguments;</li> <li>c. unstated <b>assumptions</b>;</li> <li>d. bias.</li> </ol> </li> <li>3. Analyze the reliability of sources for: (Units: 1, 2, 3, 4, 5, 6)             <ol style="list-style-type: none"> <li>a. accurate use of facts;</li> <li>b. adequate support of statements;</li> <li>c. date of publication.</li> </ol> </li> </ol> <p><u>Communicating Information</u></p> <ol style="list-style-type: none"> <li>4. Develop and present a research project <u>including</u>:              (A minimum of one per semester: Units 1-4 and 5-6)             <ol style="list-style-type: none"> <li>a. collection of data;</li> <li>b. narrowing and refining the topic;</li> <li>c. construction and support of the <b>thesis</b>.</li> </ol> </li> </ol>	<p><b>Vocabulary/Strategies</b></p> <ol style="list-style-type: none"> <li>1. Analyze political cartoons, then students create their own.</li> <li>2. Compare primary sources such as: Nazi vs. French Underground interpretation of events; or African perspective vs. Europe perspective of imperialism</li> </ol> <p>1-4. <b>Apply Previous Skills and Vocabulary</b></p> <table border="1" data-bbox="1268 620 1980 834"> <tr> <td><b>credentials of the source</b></td> <td><b>5</b></td> <td><b>parts of the source</b></td> <td><b>3</b></td> </tr> <tr> <td><b>criteria for evaluating sources</b></td> <td><b>4</b></td> <td><b>primary &amp; secondary sources</b></td> <td><b>4</b></td> </tr> <tr> <td><b>cross-references</b></td> <td><b>5</b></td> <td><b>relevant/irrelevant data</b></td> <td><b>6</b></td> </tr> <tr> <td><b>fact vs. opinion</b></td> <td><b>2</b></td> <td><b>relevant inferences</b></td> <td><b>5</b></td> </tr> <tr> <td><b>main idea/question</b></td> <td><b>1</b></td> <td><b>reliability of views</b></td> <td><b>5</b></td> </tr> <tr> <td><b>paraphrase</b></td> <td><b>5</b></td> <td><b>supporting facts</b></td> <td><b>5</b></td> </tr> </table> <p>The Problem Solving sequence applies daily as students refer to the Universal - Enduring Idea: There is an innate desire in humans to know and to be free. Students will need experience with how to <u>set criteria</u> for making evaluations.</p> <p>As people face political, cultural, financial, and environmental problems, they seek answers to free themselves from these barriers. In an attempt to better their lives or to reduce their problems, people fight wars, design buildings, create inventions, write books, change the land, etc.</p> <p align="center">- - - - -</p> <p><b>Problem Solving Model for <u>Grades 5-12</u> Required</b>          (Units: 2, 3, 4, 5, 6)</p> <p>Use a problem-solving / decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> <li>a. identifying a problem;</li> <li>b. gathering information;</li> <li>c. listing and considering <b>options</b>;</li> <li>d. considering advantages and disadvantages of options;</li> <li>e. choosing and <b>implementing</b> a solution;</li> <li>f. developing criteria for judging its effectiveness;</li> <li>g. evaluating the effectiveness of the solution.</li> </ol>	<b>credentials of the source</b>	<b>5</b>	<b>parts of the source</b>	<b>3</b>	<b>criteria for evaluating sources</b>	<b>4</b>	<b>primary &amp; secondary sources</b>	<b>4</b>	<b>cross-references</b>	<b>5</b>	<b>relevant/irrelevant data</b>	<b>6</b>	<b>fact vs. opinion</b>	<b>2</b>	<b>relevant inferences</b>	<b>5</b>	<b>main idea/question</b>	<b>1</b>	<b>reliability of views</b>	<b>5</b>	<b>paraphrase</b>	<b>5</b>	<b>supporting facts</b>	<b>5</b>
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