



OHIO
Social Studies Grade-Level Indicators
Grade Nine
***World History: Modern Times* © 2005**

STANDARDS	PAGE REFERENCES
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.	
<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.	SE: 300-307, 308-316 TWE: WA 301, 315 CTA 302, 306 ICA 303 C 307, 316 F 308
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.	SE: 300-307, 318-322, 329-335 TWE: CTA 302 ETC 312 F 318 CT 319 CLA 319 E 320 CA 321 C 322
<i>Industrialization</i>	
3. Explain the causes and effects of the Industrial Revolution with emphasis on <ol style="list-style-type: none"> 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 	SE: 363-370, 397-401 <i>National Geographic</i> 367 TWE: F 363, 397 DI 364 TP 364, 365 CLA 365, 366 CT 367

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<i>Imperialism</i>	
4. Describe the political, economic and social roots of imperialism.	SE: 429-434, 436-442 <i>Voices from the Past</i> 429 <i>National Geographic</i> 431 TWE: F 429 RS 430 ICA 431, 433 E 431 CT 432 WA 432 CTA 437
5. Analyze the perspectives of the colonizers and the colonized concerning <ol style="list-style-type: none"> indigenous language natural resources labor political systems religion 	SE: 429-434, 436-442 <i>A Story That Matters</i> 428 TWE: RS 430 CC 431 E 431 ETC 432 C 434 CTA 437 CA 438 CT 438 ICA 439
6. Explain the global impact of imperialism including <ol style="list-style-type: none"> modernization of Japan political and social reform in China exploitation of African resources 	SE: 469-471, 479-486 <i>Opposing Viewpoints</i> 440-441 <i>Turing Point</i> 479 <i>Eyewitness to History</i> 487 TWE: ICA 439 C 442, 471 F 465 ETC 470, 480
<i>20th Century Conflict</i>	
7. Analyze the causes and effects of World War I with emphasis on <ol style="list-style-type: none"> militarism, imperialism, nationalism and alliances the global scope, outcomes and human costs of the war the role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks the Treaty of Versailles and the League of Nations 	SE: 499-502, 503-509, 521-526 TWE: F 499, 521 RS 500 CLA 501 C 502 CT 504 DI 505 CTA 506 ETC 523

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8. Analyze the causes and consequences of the Russian Revolution including <ol style="list-style-type: none"> 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 	SE: 514-519 TWE: CLA 515 CT 515, 517 CC 516 WA 517, 518 ICA 517 E 519 R 519 C 519 TP 523
9. Assess the global impact of post-World War I economic, social, and political turmoil including <ol style="list-style-type: none"> a. disarmament b. worldwide depression c. colonial rebellion d. rise of militarist and totalitarian states in Europe and Asia 	SE: 521-526, 533-538, 540-546 TWE: F 521, 533 CLA 534, 542 E 535 RS 535, 542 CTA 541 ETC 545 R 546
10. Analyze the causes of World War II including <ol style="list-style-type: none"> a. appeasement b. Axis expansion c. the role of the Allies 	SE: 548-553, 591-595 TWE: F 591 ETC 592 CT 593, 594 CLA 593 CTA 594 RS 594 R 595 C 595
11. Analyze the consequences of World War II including <ol style="list-style-type: none"> 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 	SE: 596-604, 606-611 TWE: F 596 WA 597 ETC 598 TP 599, 617 W 600 CT 604, 607 CTA 607 CAT 607 E 608
12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including <ol style="list-style-type: none"> 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 	SE: 616-618, 631-636 <i>National Geographic</i> 617, 633 TWE: CT 618 C 618 F 631 ETC 632 TP 633 CAT 633 RS 635 R 635

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13. Examine social, economic and political struggles resulting from colonialism and imperialism including <ol style="list-style-type: none"> independence movements in India, Indochina and Africa rise of dictatorships in former colonies 	SE: 436-442, 448-452 TWE: F 436, 448 CT 438 E 440, 449 CC 450 RS 450 C 452
14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including <ol style="list-style-type: none"> the arms build-up ethnic unrest in the Soviet Union independence movements in former Soviet satellites global decline of communism 	SE: 657-660, 661-664 <i>A Story That Matters</i> 656 <i>National Geographic</i> 659 TWE: HY 656 F 657 DI 658 GS 659 WA 659 RS 659 C 660 R 660
15. Examine regional and ethnic conflict in the post-Cold War era including <ol style="list-style-type: none"> persistent conflict in the Middle East ethnic strife in Europe, Africa, and Asia 	SE: 661-664, 705-708, 711-716 <i>Picturing History</i> 664 <i>National Geographic</i> 713 TWE: F 661, 711 PH 664 WA 705 ICA 712 C 716
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.	
<i>Cultures</i>	
1. Analyze examples of how people in different cultures view events from different perspectives including <ol style="list-style-type: none"> creation of the state of Israel partition of India and Pakistan reunification of Germany end of apartheid in South Africa 	SE: 662-663, 703-708, 711-712 <i>A Story That Matters</i> 656 <i>Why It Matters</i> 656 <i>People in History</i> 705 <i>Turning Point</i> 711 TWE: ETC 663 WA 705 TP 707 CC 707
<i>Interaction</i>	
2. Analyze the results of political, economic, and social oppression and the violation of human rights including <ol style="list-style-type: none"> the exploitation of indigenous peoples the Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia, and Iraq 	SE: 606-611, 663-664 TWE: F 606 CTA 607 CT 607, 608 CAT 607, 609 E 608 RS 609 WA 609 W 609

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<i>Diffusion</i>	
3. Explain how advances in communication and transportation have impacted <ol style="list-style-type: none"> globalization cooperation and conflict the environment collective security popular culture political systems religion 	SE: 751-755 <i>Reading Check 753</i> TWE: M 749 CO 749 F 751 RP 751 CAT 752 CLA 752 RC 753 TP 753
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.	
<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). 	SE: RA26-RA27, RA28-RA29, RA30, 685, 766-769 <i>SkillBuilder 344, 710, 729</i> TWE: GS 685 T 344, 710, 729
2. Explain how differing points of view play a role in conflicts over territory and resources.	SE: 92-95, 98-101, 436-442 <i>Opposing Viewpoints 92-93, 192-193, 440-441, 522-523</i> <i>National Geographic 437</i> TWE: CTA 93 E 93 GS 437 OV 92
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.	SE: 465-471, 473-478, 499-502, 514-519, 540-546, 568-573, 575-579 <i>National Geographic 500</i> TWE: C 595 CLA 597 CT 469, 546 GS 500
<i>Human Environmental Interaction</i>	
4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.	SE: RA26-RA27, 366-370, 403-404 TWE: CAT 367 GS 366 RA 370
<i>Movement</i>	
5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.	SE: 37, 367-368 <i>Connections 712</i> TWE: CN 712

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<p>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>	
<i>Markets</i>	
<p>1. Describe costs and benefits of trade with regard to</p> <ol style="list-style-type: none"> standard of living productive capacity usage of productive resources infrastructure 	<p>SE: 194-195, 197-199 <i>Turning Point</i> 194 <i>National Geographic</i> 203</p> <p>TWE: TP 194 CAT 195 C 195 CT 199 F 201 GS 203</p>
<p>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.</p>	<p>SE: 363-370, 397-401 <i>Turning Point</i> 363</p> <p>TWE: F 363, 397 DI 364 TP 364, 365 CLA 365, 366 RS 399</p>
<p>3. Analyze characteristics of traditional, market, command and mixed economies with regard to</p> <ol style="list-style-type: none"> private property freedom of enterprise competition and consumer choice the role of government 	<p>SE: 400-401, 508, 571-572, 688-689 <i>Connections</i> 400 <i>Eyewitness to History</i> 402</p> <p>TWE: CTA 400, 754 R 401 T 402</p>
<i>Government and the Economy</i>	
<p>4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.</p>	<p>SE: 689 TWE: TP 707</p>
<p>Government Standard Students use knowledge of the purposes, structures and processes of political systems at the local, state, national, and international levels in order 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>	
<i>Systems of Government</i>	
<p>1. Explain how various systems of governments acquire, use and justify their power.</p>	<p>SE: 14-15, 120-121, 302, 321-322, 541-543, 583 TWE: T 14 CLA 14 ETC 120 DI 549</p>
<p>2. Analyze the purposes, structures and functions of various systems of government including</p> <ol style="list-style-type: none"> absolute monarchies constitutional monarchies parliamentary democracies presidential democracies dictatorships theocracies 	<p>SE: 431-432, 540-546 <i>National Geographic</i> 431 <i>Geography Skills</i> 431 <i>What If...</i> 545</p> <p>TWE: GS 431 CAT 544 WI 545 CT 546 R 546</p>

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<p>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>	
<p><i>Participation</i></p>	
<p>1. Analyze and evaluate the influence of various forms of citizen action on public policy including</p> <ol style="list-style-type: none"> the French Revolution the international movement to abolish the slave trade and slavery the Russian Revolution the independence movement in India the fall of communism in Europe the end of apartheid 	<p>SE: 384-385, 514-519 <i>A Story That Matters</i> 722 TWE: CLA 515 CT 515 CC 516 TP 704, 707 W 706 HY 722</p>
<p>2. Describe and compare opportunities for citizen participation under different systems of government including</p> <ol style="list-style-type: none"> absolute monarchies constitutional monarchies parliamentary democracies presidential democracies dictatorships theocracies 	<p>SE: 14-15, 120-121, 302, 321-322, 541-543, 583 TWE: T 14 CLA 14 ETC 120 DI 549</p>
<p>3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.</p>	<p>SE: 503-504, 542, 548-549, 554-555 <i>Section Assessment</i> 509 #1, 509 #6 <i>Reading Check</i> 555 TWE: CC 504 CLA 543 RC 555 I 722</p>
<p>Social Studies Skills and Methods Standard Students collect, organize, evaluate and synthesize information from multiple sources in order 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>	
<p><i>Thinking and Organizing</i></p>	
<p>1. Detect bias and propaganda in primary and secondary sources of information.</p>	<p>SE: <i>SkillBuilder</i> 139 <i>Applying the Skill</i> 139 <i>History and You</i> 722 TWE: T 139 APS 139 EPS 772, 774, 776, 778, 780</p>
<p>2. Evaluate the credibility of sources for</p> <ol style="list-style-type: none"> logical fallacies consistency of arguments unstated assumptions bias 	<p>SE: <i>SkillBuilder</i> 96, 139, 222, 386, 417 TWE: T 96, 139, 222, 386, 417</p>
<p>3. Analyze the reliability of sources for</p> <ol style="list-style-type: none"> accurate use of facts adequate support of statements date of publication 	<p>SE: <i>SkillBuilder</i> 222 TWE: T 139, 222 EPS 772, 773, 774, 775, 776, 777, 778-779</p>

STANDARDS	PAGE REFERENCES
<i>Communicating Information</i>	
4. Develop and present a research project including <ul style="list-style-type: none"> a. collection of data b. narrowing and refining the topic c. construction and support of the thesis 	SE: <i>SkillBuilder</i> 176, 254, 317, 472, 677 TWE: CLA 121, 191, 347 ICA 203 WA 347

Codes Used for TWE Pages

APS	Answers to Practicing the Skill
C	Close
CA	Charting Activity
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CO	Chapter Objectives
CN	Connections
CT	Critical Thinking
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
EPS	Evaluating the Primary Source
ETC	Extending the Content
F	Focus
GS	Geography Skills
HY	History and You
I	Introducing
ICA	Interdisciplinary Connections Activity
M	More About
OV	Opposing Viewpoints
PH	Picturing History
R	Reteaching Activity
RC	Reading Check
RP	Reading Preview
RS	Reading Strategy
T	Teach
TP	Turning Point
W	Who?What?Where?When?
WA	Writing Activity
WI	What If...?