

Visual Art

Scope and Sequence

Aligned with Reading, Writing, & Social Studies

Art Survey

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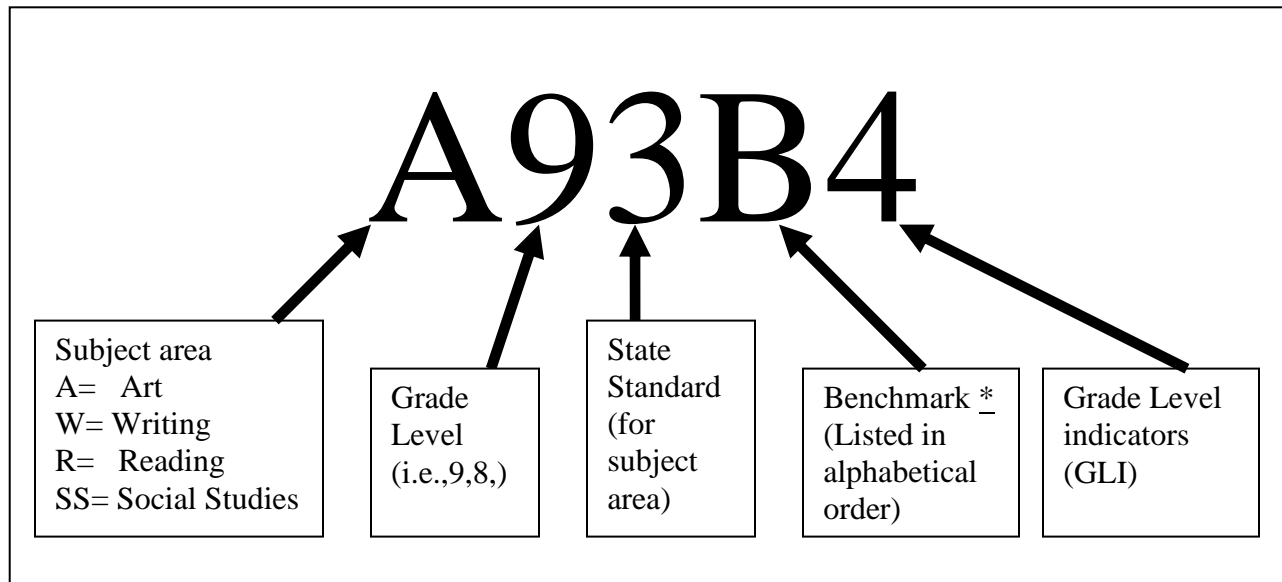
Introduction

This document was created to show the integration between the State Board of Education’s recently adopted Academic Content Standards for the Arts and areas tested on the Ohio Graduation Test: Reading, Writing, and Social Studies.

The *Scope and Sequence* section will serve as a convenient “pull-out” which will provide Art Teachers and Administrators with an outline of yearlong Art Courses and their possible integrations.

In order to create the “pull-out” it was necessary to develop codes, that refer to the State Standards, Benchmarks, and Grade Level Indicators for Visual Arts, Reading, Writing, and Social Studies.

Graphic explanation of Academic Content Standards/Alignment codes



*** Some standards may not include all Benchmarks.**

Art Survey

Visual Arts Codes	Semester 1 Grading Period I Elements of Design	Reading Codes	Writing Codes	Social Studies Codes
A91A1	Introduction	R92A1	W9A1	SS91B3
A91A2	What is Design?	R92B3	W91A2	SS91C6
A91A3	Appreciating Design	R92C5	W91A3	SS92
A91B4	Elements	R92D6	W91A4	SS92A
A91C5	Principles of Design	R93A1	W91A5	SS92A1
A91C6	Observing Design	R93A2	W91A1	SS92B
A92A	Line	R93B3	W91B6	SS92B2
A92A1	Line Types	R93C5	W91B7	SS92C
A92B	Structural Lines	R94 1	W91B8	SS92C3
A92B2	Outlines/ Contour	R94 2	W91B9	SS93A1
A92B3	Gesture/ Sketch Lines	R94 3	W91B10	SS93A2
A92C	Calligraphy	R94 4	W91B12	SS93B
A92C4	Line Personality	R94 5	W91B13	SS93C5
A92C5	Vertical and Horizontal Lines	R94 6	W91B15	SS94A
A93A	Diagonal Lines	R95 5	W91C17	SS94A4
A93A1	Curved Lines	R95 9	W92 4	SS94B1
A93A2	Line Quality	R95 10	W92 6	SS95B2
A93B	Implied Lines		W93A1	SS96A1
A93B3	Line as Texture and Pattern		W93B2	SS96A3
A93C	Line Combinations		W93B3	SS96A4
A93C4	Career Portfolio		W93B4	SS97A1
A93C5	Studio Experience		W93C5	SS97A2
A94A	Shape and Form		W93C6	SS97A3
A94A1,	Categories of Shapes		W94C1	SS97B4
A94B	Geometric and Organic Shapes		W94C2	
A94B2	Curved and Angular Shapes		W94C3	
A94C	Positive and Negative Shapes		W94C4	
A94C3	Qualities of Shapes		W94C5	
A94C4	Light and Heavy Shapes		W94C6	
A95A	Smooth and Textured Shapes		W94C7	
A95A1	Static and Dynamic Shapes			
A95B	Form and Light			
A95B2	Career Portfolio			
A95B3	Studio Experience			
A95C	Value			
	Using Value in Design			
	Light Values			
	Dark Values			
	Value Contrast			
	Career Portfolio			
	Studio Experience			

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Visual Arts Codes	Semester 1 Grading Period II Elements: Color	Reading Codes	Writing Codes	Social Studies Codes
A91A	The Source of Color	R92A1	9A1	SS91B3
A91A1	Neutrals	R92B3	91A2	SS91C6
A91A2	The Properties of Color	R92C5	91A3	SS92
A91A3	Hue	R92D6	91A4	SS92A
A91B	Value	R93A1	91A5	SS92A1
A91B4	Intensity	R93A2	91A1	SS92B
A91C	Color Harmonies	R93B3	91B6	SS92B2
A91C5	Warm and Cool Color	R93C5	91B7	SS92C
A91C6	Space	R94 1	91B8	SS92C3
A92A	Three-dimensional Space	R94 2	91B9	SS93A1
A92A1	Positive and Negative	R94 3	91B10	SS93A2
A92B	Flowing Space	R94 4	91B12	SS93B
A92B2	Two-dimensional Space	R94 5	91B13	SS93C5
A92B3	The Picture Plane	R94 6	91B15	SS94A
A92C	Composition	R95 5	91C17	SS94A4
A92C4	Point of View	R95 9	92 4	SS94B1
A92C5	The Illusion of Depth	R95 10	92 6	SS95B2
A93A	Nonlinear Methods		93A1	SS96A1
A93A1	Linear Perspective		93B2	SS96A3
A93A2	One-point		93B3	SS96A4
A93B	Two-point		93B4	SS97A1
A93B3	Subjective Space		93C5	SS97A2
A93C	Space that Deceives		93C6	SS97A3
A93C4	Cubism		94C1	SS97B4
A93C5	Abstract and		94C2	
A94A	Representational Art		94C3	
A94A1	Texture		94C4	
A94B	Surface Qualities		94C5	
A94B2	Real Textures		94C6	
A94C	Implied Textures		94C7	
A94C3	Texture and Light			
A94C4	Artists and the Use of Texture			
A95A	Three-dimensional Art			
A95A1	Two-dimensional Art			
A95B	Texture in your Environment			
A95B2	Career Portfolio			
A95B3	Studio Experience			
A95C				

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Visual Arts Codes	Semester 2 Grading Period III Principles	Reading Codes	Writing Codes	Social Studies Codes
A91A	Balance	R92A1	W9A1	SS91B3
A91A1	Symmetrical Balance	R92B3	W91A2	SS91C6
A91A2	Approximate Symmetry	R92C5	W91A3	SS92
A91A3	Radial Balance	R92D6	W91A4	SS92A
A91B	Unity	R93A1	W91A5	SS92A1
A91B4	Dominance	R93A2	W91A1	SS92B
A91C	Repetition of Visual Units	R93B3	W91B6	SS92B2
A91C5	Use of Color	R93C5	W91B7	SS92C
A91C6	Surface Quality	R94 1	W91B8	SS92C3
A92A	Contrast	R94 2	W91B9	SS93A1
A92A1	Contrasting Materials	R94 3	W91B10	SS93A2
A92B	Line Contrasts	R94 4	W91B12	SS93B
A92B2	Using Shape, Form, and Size	R94 5	W91B13	SS93C5
A92B3	Contrasting Dark and Light	R94 6	W91B15	SS94A
A92C	Color Contrasts	R95 5	W91C17	SS94A4
A92C4	Contrasting Textures	R95 9	W92 4	SS94B1
A92C5	Contrasts of Time	R95 10	W92 6	SS95B2
A93A	and Style		W93A1	SS96A1
A93A1	Contrasting Ideas		W93B2	SS96A3
A93A2	Emphasis		W93B3	SS96A4
A93B	Emphasizing One Element of		W93B4	SS97A1
A93B3	Design:		W93C5	SS97A2
A93C	Line, or Shape and Form		W93C6	SS97A3
A93C4	Value, Color, Space or Texture		W94C1	SS97B4
A93C5	Using Placement and Grouping		W94C2	
A94A	Emphasis Through Isolation		W94C3	
A94A1	Using Size and Repetition		W94C4	
A94B	Another Look at Emphasis		W94C5	
A94B2	Career Portfolio		W94C6	
A94C	Studio Experience		W94C7	
A94C3				
A94C4				
A95A				
A95A1				
A95B				
A95B2				
A95B3				
A95C				

Art Survey

Visual Arts Codes	Semester 2-Grading Period IV Principles	Reading Codes	Writing Codes	Social Studies Codes
A91A	Balance	R92A1	W9A1	SS91B3
A91A1	Symmetrical Balance	R92B3	W91A2	SS91C6
A91A2	Approximate Symmetry	R92C5	W91A3	SS92
A91A3	Radial Balance	R92D6	W91A4	SS92A
A91B	Unity	R93A1	W91A5	SS92A1
A91B4	Dominance	R93A2	W91A1	SS92B
A91C	Repetition of Visual Units	R93B3	W91B6	SS92B2
A91C5	Use of Color	R93C5	W91B7	SS92C
A91C6	Surface Quality	R94 1	W91B8	SS92C3
A92A	Contrast	R94 2	W91B9	SS93A1
A92A1	Contrasting Materials	R94 3	W91B10	SS93A2
A92B	Line Contrasts	R94 4	W91B12	SS93B
A92B2	Using Shape, Form, and Size	R94 5	W91B13	SS93C5
A92B3	Contrasting Dark and Light	R94 6	W91B15	SS94A
A92C	Color Contrasts	R95 5	W91C17	SS94A4
A92C4	Contrasting Textures	R95 9	W92 4	SS94B1
A92C5	Contrasts of Time and Style	R95 10	W92 6	SS95B2
A93A	Contrasting Ideas		W93A1	SS96A1
A93A1	Emphasis		W93B2	SS96A3
A93A2	Emphasizing One Element of		W93B3	SS96A4
A93B	Design: Line, or Shape and		W93B4	SS97A1
A93B3	Form		W93C5	SS97A2
A93C	Emphasizing One		W93C6	SS97A3
A93C4	Element of Design:		W94C1	SS97B4
A93C5	Value, Color, Space,		W94C2	
A94A	or Texture		W94C3	
A94A1	Using Placement and		W94C4	
A94B	Grouping		W94C5	
A94B2	Emphasis Through Isolation		W94C6	
A94C	Using Size and Repetition		W94C7	
A94C3	Another Look at Emphasis			
A94C4	Career Portfolio			
A95A	Studio Experience			
A95A1				
A95B				
A95B2				
A95B3				
A95C				

Visual Art

Grade Level Indicators: Grade 9

Coded Checklist

<i>(1) Historical Cultural and Social Contexts</i>	Code	Addressed
Benchmark A: Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	AS1A	
1. Discuss the roles of visual art forms within social contexts.	AS1A1	
2. Explain the relationship of a selected work of art to the time period in which it was created.	AS1A2	
3. Research and describe the cultural values in various traditions that influence contemporary art media.	AS1A3	
Benchmark B: Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	AS1B	
4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.	AS1B4	
Benchmark C: Explain ways in which selected contemporary works of art relate to the themes, issues and events of their contexts.	AS1C	
5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins.	AS1C5	
6. Explain how art history interrelates with the study of aesthetics, criticism and art-making.	AS1C6	
<i>(2) Creative Expression and Communication</i>	AS2A	

Benchmark A: Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	AS2A	
1. Demonstrate perceptual skill when drawing from direct observation.	AS2A1	
Benchmark B: Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	AS2B	
2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas.	AS2B2	
3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	AS 2B3	
Benchmark C: Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	AS2C	
4. Explain their artistic processes from conceiving an idea to completing a work of art.	AS2C4	
5. Develop criteria for assessing the quality of their artworks.	AS2C5	
(3)Analyzing and Responding	AS3	
Benchmark A: Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	AS3A	
1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).	AS3A1	
2. Explain how form and media influence artistic decisions.	AS3A2	
Benchmark B: Explain how form, subject matter and context contribute to meanings in works of art.	AS3B	
3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to	AS3B3	

the meaning of the work.		
Benchmark C: Critique their own work, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	AS3C	
4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art.	AS3C4	
5. Analyze and describe the visual aspects of their own artworks and the work of others.	AS3C5	
(4)Valuing the Arts/Aesthetic Reflection	AS4	
Benchmark A: Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	AS4A	
1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.	AS4A1	
Benchmark B: Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	AS4B	
2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.	AS4B2	
Benchmark C: Judge the merit of selected artworks and provide the aesthetic basis for their positions.	AS4C	
3. Research and explain various aesthetic theories in visual art.	AS4C3	
4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives.	AS4C4	

(5)Connections, Relationships and Applications	AS5	
Benchmark A: Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.	AS5A	
1. Survey various art theories or movements and make a presentation (e.g., oral, written, visual or multimedia) to explain one of them.	AS5A1	
Benchmark B: Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	AS5B	
2. Research and compare how visual art is used in a musical, theatre or dance production.	AS5B2	
3. Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies and science).	AS5B3	
Benchmark C: List and explain opportunities for lifelong involvement in the visual arts.	AS5C	
4. Research and report on careers in the visual arts and identify the experience, education and training needed for each one.	AS5C4	
5. Investigate opportunities for lifelong involvement in the arts and arts-related careers.	AS5C5	

Reading 9 - Grade Level Indicators	Code	Addressed
Standard #2 - Acquisition of Vocabulary	R92	
(A) Contextual Understanding	R92A	
1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.	R92A1	
(B) Conceptual Understanding	R92B	
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.	R92B2	
3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	R92B3	
4. Examine and discuss ways historical events have influenced the English language.	R92B4	
(C) Structural Understanding	R92C	
5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	R82C5	
(D) Tools and Resources	R82D	
6. Determine the meaning and pronunciation of unknown words by using dictionaries thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	R82D6	
Standard #3 -Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	R93	
(A) Comprehension Strategies	R93A	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	R93A1	
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	R93A2	
(B) Self-Monitoring Strategies	R93B	
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	R93B3	
(C) Independent Reading	R93C	
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	R93C4	
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	R93C5	

Standard #4 - Informational, Technical and Persuasive Text	R94	
Reading 9 - Grade Level Indicators	Code	Addressed
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	R94 1	
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	R94 2	
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	R94 3	
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	R94 4	
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	R94 5	
6. Analyze the author's development of key points to support argument or point of view.	R94 6	
7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	R94 7	
8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.	R94 8	
Standard #5 - Literary Text	R95	
1. Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	R95 1	
2. Analyze the influence of setting in relation to other literary elements.	R95 2	
3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	R95 3	
4. Evaluate the point of view used in a literary text.	R95 4	
5. Interpret universal themes across different works by the same author and different authors.	R95 5	
6. Analyze how an author's choice of genre affects the expression of a theme or topic.	R95 6	
7. Explain how foreshadowing and flashback are used to shape plot in a literary text.	R95 7	
8. Define and identify types of irony, including verbal, situational and	R95 8	

dramatic, used in literary texts.		
Reading 9 - Grade Level Indicators	Code	Addressed
9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	R95 9	
10. Explain how authors use symbols to create broader meanings.	R95 10	
11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	R95 11	

Writing 9 - Grade Level Indicators	Code	Addressed
Standard #1 - Writing Processes	W91	
(A) Prewriting	W91A	
1. Generate writing ideas through discussions with others and from printed material and keep a list of writing ideas.	W91A1	
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	W91A2	
3. Establish and develop a clear thesis statement for informational writing or a clear language outline for narrative writing.	W91A3	
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	W91A4	
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	W91A5	
(B) Drafting, Revising, and Editing	W91B	
6. Organize writing to create a coherent whole with an effective and engaging introduction, body, and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	W91B6	
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	W91B7	
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	W91B8	
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	W91B9	
10. Use available technology to compose text.	W91B10	
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of or organizational structure	W91B11	
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	W91B12	
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	W91B13	
14. Use resources and reference materials, (e.g., dictionaries and thesauruses) to select more effective and precise vocabulary that consistent style, tone, and voice.	W91B14	
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	W91B15	

Writing 9 - Grade Level Indicators	Code	Addressed
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	W91B16	
(C) Publishing	W91C	
17. Prepare for publication (e.g., for display or for sharing with others) writing follows a manuscript form appropriate to the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	W91C17	
Standard #2 - Writing Applications.	W92	
1. Write narratives that: <ul style="list-style-type: none"> a) sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b) use a range of strategies and literary devices including figurative language and specific narration, and, c) include and organized, well developed structure 	W921	
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	W922	
3. Write business letters, letters to the editor and job applications that: <ul style="list-style-type: none"> a) address audience needs, stated purpose and context in a clear and efficient manner; b) follow the conventional style appropriate to the text using proper technical terms; c) include appropriate facts and details; d) exclude extraneous details and inconsistencies; and e) provide a sense of closure to the writing. 	W923	
4. Write informational essays or reports, including research, that: <ul style="list-style-type: none"> a) pose relevant and tightly drawn questions that engage the reader; b) provide a clear and accurate perspective on the subject; c) create an organizing structure appropriate to the purpose, audience and context; d) support the main ideas with facts, details, examples and explanations from sources; and e) document sources and include bibliographies 	W924	
5. Write persuasive compositions that: <ul style="list-style-type: none"> a) establish and develop a controlling idea; b) support arguments with detailed evidence; c) exclude irrelevant information; and d) cite sources of information. 	W925	
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	W926	
Standard #3 - Writing Conventions	W93	
(A) Spelling	W93A	
1. Spell high-frequency words correctly.	W93A1	

Writing 9 - Grade Level Indicators	Code	Addressed
<i>(B) Punctuation and Capitalization</i>	W93B	
2. Use correct capitalization and punctuation.	W93B2	
<i>(C) Grammar and Usage</i>	W93C	
3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	W93C3	
4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	W93C4	
5. Use proper placement of modifiers.	W93C5	
6. Maintain the use of appropriate verb tenses.	W93C6	
Standard #4 - Research	W94	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	W941	
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	W942	
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	W943	
4. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	W944	
5. Integrate quotations and citations into written text to maintain a flow of ideas	W945	
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement	W946	
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	W947	

Grade 9 Social Studies Content Standards	Code	Addressed
<i>History</i>	SS1	
Benchmark A: Explain connections between the ideas of the Enlightenment and changes in the Relationships between citizens and their governments.	SS1A	
1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and Absolutism.	SS1A1	
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.	SS1A2	
Benchmark B: Explain the social, political and effects of industrialization.	SS1B	
3. Explain the causes and effects of the Industrial Revolution with emphasis on: <ul 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 rural migrations, growth of industrial cities, and emigration out of Europe. c. The changing role of labor and 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. 	SS1B3	
Benchmark C: Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.	SS1C	
4. Describe the political, economic and social roots of imperialism.	SS1C4	
5. Analyze the perspectives of the colonizers and the colonized concerning: <ul style="list-style-type: none"> a. Indigenous language; b. Natural resources; c. Labor; d. Political systems; e. Religion; 	SS1C5	

Grade 9 Social Studies Content Standards	Code	Addressed
6. Explain the global impact of imperialism including: a. Modernization of Japan; b. Political and social reform in China; c. Exploitation of African resources.	SS1C6	
Benchmark D: Connect developments related to World War I with the onset of World War II.	SS 1D	
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.	SS1D7	
8. Analyze the causes and consequences of the Russian Revolution including: a. The lack of economic, political and social reforms. b. The impact of World War I; c. The emergence of Lenin, Stalin and the Bolsheviks; d. The rise of communism in Russia.	SS1D8	
9. Assess the global impact of post-World War I economic, social and political turmoil including: a. Disarmament; b. Worldwide depression; c. Rise of militarist and totalitarian states in Europe and Asia.	SS1D9	
10. Analyze the causes of World War II including: a. Appeasement; b. Axis expansion; c. The role of the Allies	SS1D10	
Benchmark E: Analyze connections between World War II, the Cold War and contemporary conflicts.	SS1E	

Grade 9 Social Studies Content Standards	Code	Addressed
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.	SS1E11	
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.	SS1E12	
13. Examine social, economic and political struggles resulting from colonialism and imperialism including: a. Independence movements in India, Indochina and Africa; b. Rise of dictatorships in former colonies.	SS1E13	
14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including: a. The arms build-up; b. Ethnic unrest in the Soviet Union; c. Independence movements in former Soviet satellites; d. Global decline of communism.	SS1E14	
15. Examine regional and ethnic conflict in the post-Cold War era including: a. Persistent conflict in the Middle East; b. Ethnic strife in Europe, Africa and Asia.	SS1E15	
Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	SS1F	
No indicators present for this benchmark.		
<i>People in Societies</i>	SS2	
Benchmark A: Analyze the influence of different cultural perspectives on the actions of groups.	SS2A	

Grade 9 Social Studies Content Standards	Code	Addressed
1. Analyze examples of how people in different cultures view events from different cultures view events from different perspectives including: <ul style="list-style-type: none"> a. Creation of the state of Israel; b. Partition of India and Pakistan; c. Reunification of Germany; d. End of apartheid in South Africa. 	SS2A1	
Benchmark B: Analyze the consequences of oppression, discrimination and conflict between cultures.	SS2B	
2. Analyze the results of political, economic, and social oppression and the violation of human rights including: <ul style="list-style-type: none"> 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. 	SS2B2	
Benchmark C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.	SS2C	
3. Explain how advances in communication and transportation have impacted: <ul style="list-style-type: none"> a. Globalization; b. Cooperation and conflict; c. The environment; d. Collective security; e. Popular culture; f. Political systems; g. Religion. 	SS2C3	
Geography	SS3	
Benchmark A: Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.	SS3A	
1. Interpret data to make comparisons between and among countries and regions including: <ul style="list-style-type: none"> a. Birth rates; b. Death rates; c. Infant mortality rates; d. Education levels; e. Per capita Gross Domestic Product (GDP). 	SS3A1	
2. Explain how differing points of view play a role in conflicts over territory and resources.	SS3A2	
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.	SS3A3	

Grade 9 Social Studies Content Standards	Code	Addressed
Benchmark B: Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.	SS3B	
4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.	SS3B4	
Benchmark C: Analyze the patterns and processes of movement of people, products and ideas.	SS3C	
5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.	SS3C5	
<i>Economics</i>	SS4	
Benchmark A: Compare how different economic systems answer the fundamental economic question of what goods and services to produce, how to produce them, and who will consume them.	SS4A	
4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.	SS4A4	
<i>Government</i>	SS5	
Benchmark A: Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.	SS5A	
No indicators present for this benchmark.		
Benchmark B: Analyze the differences among various forms of government to determine how power is acquired and used.	SS5B	
1. Explain how various systems of governments acquire, use and justify their power.	SS5B1	
2. Analyze the purposes , structures and functions of various systems of government including: <ul style="list-style-type: none"> a. Absolute monarchies b. Constitutional monarchies; c. Parliamentary democracies; d. Presidential democracies e. Dictatorships; f. Theocracies 	SS5B2	
<i>Citizenship Rights and Responsibilities</i>	SS6	
Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution.	SS6A	

Grade 9 Social Studies Content Standards	Code	Addressed
1. Analyze and evaluate the influence of various forms of citizen action on public policy including: 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.	SS6A1	
2. Describe and compare opportunities for citizen participation under different systems of government including: a. Absolute monarchies; b. Constitutional monarchies; c. Parliamentary democracies; d. Presidential democracies e. Dictatorships; f. Theocracies.	SS6A2	
3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.	SS6A3	
Benchmark B: Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.	SS6B	
No indicators present for this benchmark.		
<i>Social Studies Skills and Methods</i>	SS7	
Benchmark A: Evaluate the reliability and credibility of sources.	SS7A	
1. Detect bias and propaganda in primary and secondary sources of information.	SS7A1	
2. Evaluate the credibility of sources for: a. Logical fallacies; b. Consistency of arguments; c. Unstated assumptions; d. Bias	SS7A2	
3. Analyze the reliability of sources for: a. Accurate use of facts; b. Adequate support of statements; c. Date of publication.	SS7A3	
Benchmark B: Use data and evidence to support or refute a thesis.	SS7B	
4. Develop and present a research project including: a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis.	SS7B4	