

## Ancient History: 9-12

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### **Course Description:** Ancient History

Ancient History- Using the current six content standards and four process standards found within the Tennessee Social Studies Curriculum Framework, this course will focus on the history of times long past. Tennessee teachers are working to create an Ancient History curriculum framework that will serve as a measure guiding students toward an understanding of the relationships among persons and places, and an overall era's relationship with those proceeding and preceding it in the history of our world before the Renaissance.

### **Ancient History Standards Era 1: The Beginnings of Human Society**

#### **Standard Number:** 1.0 Culture

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

#### **Learning Expectations:**

The student will

- 1.1 understand the relationship between physical environments and culture.
- 1.2 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.
- 1.3 understand the role that diverse cultures and historical experiences had on the development of the world.

#### **Performance Indicators:**

1.1 understand the relationship between physical environments and culture.

*At Level 1, the student is able to*

- describe the components of culture (e.g., language, religion, customs, gender relations);
- recognize how human migration and cultural activities influence the character of a place.

*At Level 2, the student is able to*

- analyze the role of cultural diffusion and interactions among Earth's human systems in the ongoing development of Earth's cultural landscapes (e.g., the environmental changes of late Ice Age, changing territorial range in Africa and Asia);
- compare how cultures differ in their use of similar environments and resources.

*At Level 3, the student is able to*

- interpret scientific evidence regarding early human communities and its impact on the hunter gatherer culture.

1.2 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

*At Level 1, the student is able to*

- identify early forms of written expression;
- identify early world examples of art.

*At Level 2, the student is able to*

use archaeological evidence to discuss early cultural beliefs (e.g., emergence of complete belief systems).

*At Level 3, the student is able to*

indicate how different human communities expressed their beliefs. (e.g. late Paleolithic cave paintings, the communication of past memory).

construct a time line of technological innovations and rate the importance of technological advancements.

1.3 understand the role that diverse cultures and historical experiences had on the development of the world.

*At Level 1, the student is able to*

identify differing early world cultures;

identify characteristics of a physical environment that contribute to the growth and development of a culture.

*At Level 2, the student is able to*

compare and contrast the resulting cultural difference between hunter gatherer cultures and agricultural cultures.

*At Level 3, the student is able to*

analyze the various social and cultural roles that resulted due to a community's society (e.g. emergence of social class, occupational specialization, gender role differences).

**Standard Number:** 2.0 Economics

**Standard:** Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

**Learning Expectations:**

The student will

2.1 understand economic connections, conflicts, and interdependence.

2.2 understand the changes that occur in the nature, use, distribution, and importance of resources.

2.3 recognize the importance of technologies on economic development.

**Performance Indicators:**

2.1 understand economic connections, conflicts, and interdependence.

*At Level 1, the student is able to*

identify how early world communities economically provided for their families (e.g., identify the location of major anthropologic geographic discoveries in relation to resources);

explain the relationship of supply and demand in early world communities.

*At Level 2, the student is able to*

recognize economic relationships that resulted from early world economies;

describe the change from hunter/gatherer economies to economies based on animal and plant domestication.

*At Level 3, the student is able to*

compare and contrast the interactions among early world economic systems (e.g., evidence of early trade systems).

2.2 understand the changes that occur in the nature, use, distribution, and importance of resources.

*At Level 1, the student is able to*

identify early world economy systems (e.g., hunter gatherers, agricultural, nomads).

*At Level 2, the student is able to*

study the changing role of economies based on the spread of agricultural communities.

*At Level 3, the student is able to*

evaluate the advantages and disadvantages of hunter gatherer and early farming styles.

2.3 recognize the importance of technologies on economic development.

*At Level 1, the student is able to*

explain the relationship between the use, availability, and accessibility of resources and the subsequent technological developments;

*At Level 2, the student is able to*

identify how agricultural advancements encouraged a further advancement in population and sophistication in early world communities.

*At Level 3, the student is able to*

analyze how technological developments aided the development of produce and livestock.

**Standard Number:** 3.0 Geography

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

**Learning Expectations:**

The student will

3.1 understand the importance of physical geographic features on world historic events.

3.2 understand human geographic interactions and their impact on world historic events.

**Performance Indicators:**

3.1 understand the importance of physical geographic features on world historic events.

*At Level 1, the student is able to*

recognize and name early world major physical geographic features.

*At Level 2, the student is able to*

examine the ways in which physical geographic features influence interaction of individuals and civilizations;

identify early world vegetation, and natural resources;

recognize how the world's surface is different from today's surface.

*At Level 3, the student is able to*

assess the relative importance of physical geographic features the development of early world societies (e.g., changing climate of the world).

3.2 understand human geographic interactions and their impact on world historic events.

*At Level 1, the student is able to*

identify human communities that developed in response to environment.

*At Level 2, the student is able to*

recognize the rise in human population in relation to climate changes and available resources.

*At Level 3, the student is able to*

contrast the development and the sophistication of human communities in response to their environment;

create a model fictitious early world community based on geographic elements.

**Standard Number:** 4.0 Governance and Civics

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

**Learning Expectations:**

The student will

4.1 explain the development of a people's need to belong and organize into a system of governance.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

**Performance Indicators:**

4.1 explain the development of a people's need to belong and organize into a system of governance.

*At Level 1, the student is able to*

recognize the relationship between a place's physical, political and cultural characteristics and the type of governance that emerges in that place.

*At Level 2, the student is able to*

analyze types of early world governance (e.g., within the community, within the family);

recognize the differing role of individuals in governance;

identify traditional laws and rules enacted in ancient civilizations.

*At Level 3, the student is able to*

distinguish the differences among early world communities in their approach and implementation of governance.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

*At Level 1, the student is able to*

list probable situations for early world cooperation and conflict over resources or privileges.

*At Level 2, the student is able to*

compare and contrast roles of individuals in different forms of governance due to the economic, environmental, and geographic situations;

analyze the necessity of establishing and enforcing the rule of law in early world communities.

*At Level 3, the student is able to*

research archaeological evidence on cooperation and conflict among early world cultures over resources;

explore the issues power, role, and status within early world communities.

**Standard Number:** 5.0 History

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

**Learning Expectations:**

The student will

5.1 understand the processes that gave rise to the earliest human civilizations.

5.2 understand the chronological flow of historical eras and events in Ancient History.

5.3 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

**Performance Indicators:**

5.1. understand the processes that gave rise to the earliest human civilizations.

*At Level 1, the student is able to*

list ancient weapons and tools.

*At Level 2, the student is able to*

understand the role of the environment in terms of influencing the development of weapons, and tools.

5.2 understand the chronological flow of historical eras and events in Ancient History.

*At Level 1, the student is able to*

describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations.

*At Level 2, the student is able to*

compare the development of several different early human civilizations including agrarian, hunter-gather, nomadic, warrior and pastoral;

identify the characteristics of hunter-gatherer communities in various continental regions in Africa, the Americas, and Europe.

*At Level 3, the student is able to*

explore the scientific evidence regarding early human settlements in Africa.

5.3 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

*At Level 1, the student is able to*

describe the biological processes that shaped the earliest human communities; explain how geologists, archaeologists, and anthropologists study early human development.

*At Level 2, the student is able to*

identify and label key traits of the various civilizations and how researchers and archaeologists record these artifacts.

*At Level 3, the student is able to*

compare and contrast the world civilizations by examining similarities and differences.

**Standard Number:** 6.0 Individuals, Groups, and Interactions

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Learning Expectations:**

The student will

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

**Performance Indicators:**

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

*At Level 1, the student is able to*

identify the difficulty of knowing individuals, and groups from early world cultures.

*At Level 2, the student is able to*

create graphic representations or models of significant contact or trading patterns based on archaeological evidence;  
relate probable personal changes to early world social, cultural, and historical contexts.

*At Level 3, the student is able to*

discuss why some groups developed and accepted complete sedentary agricultural practices while others retained earlier subsistence methods;  
Describe surviving evidence showing personal connections to place.

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## **Ancient History Standards Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)**

**Standard Number:** 1.0 Culture

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

**Learning Expectations:**

The student will

1.1 understand the relationship between physical environments and culture.

1.2 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

1.3 understand the role that diverse cultures and historical experiences had on the development of the world.

**Performance Indicators:**

1.1 understand the relationship between physical environments and culture.

*At Level 1, the student is able to*

identify pastoral people cultures;  
list ways in which new ideas, products, techniques, and institutions spread from culture to culture.

*At Level 2, the student is able to*

locate early stories and written codes to describe social conditions of Mesopotamia and the Indus Valley;

identify the concept of a patriarchal society and how this came to develop during this time period (e.g., contrasting women's rights among societies);

explain how the physical environment of China led to the advanced culture of writing tools, and advancements.

*At Level 3, the student is able to*

analyze the role culture plays in incidents of cooperation and conflict in pastoral people cultures.

contrast pastoral people's outlook on death and life in response to their differing environments and social structures. (e.g., Southwest Asia, Europe, Egypt, China);

evaluate the importance of physical geography to the development of culture.

1.2 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

*At Level 1, the student is able to*

explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference;

identify contrasting examples of art, belief systems, traditions, behaviors, and technology among pastoral cultures.

*At Level 2, the student is able to*

identify the characteristics of writing forms in Sumerian, Chinese Egypt and the Indus Valley (e.g., clay tablets, stylus, papyrus, hieroglyphics);

locate archaeological evidence of cultural artifacts. (e.g., oracle bone inscriptions, bronze weapons, pottery, instruments, writings);

recognize pastoral peoples' architectural advancements (e.g., arches, ziggurat, temples, pyramids);

identify characteristics of the development of language, inventions, discoveries, techniques.

*At Level 3, the student is able to*

analyze how early written records impacted political, legal, religious, and cultural life (e.g., Standard of Ur);

discuss how the code of Hammurabi illustrated ethical values, hierarchy and attributes, and roles of women in Mesopotamia;

explore the different stories resulting from the Aryan culture's Vedas.

1.4 understand the role that diverse cultures and historical experiences had on the development of the world.

*At Level 1, the student is able to*

explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.

*At Level 2, the student is able to*

demonstrate an understanding of how cultural factors legitimized political and social orders;

compare and contrast social communities in urban centers versus agrarian societies.

*At Level 3, the student is able to*

analyze how the Epic of Gilgamesh reflected and shaped political, religious, and cultural life of Mesopotamia;

contrast the biblical account of Genesis and the Enuma Elish from Babylon.

**Standard Number:** 2.0 Economics

**Standard:** Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

**Learning Expectations:**

The student will

2.1 understand economic connections, conflicts, and interdependence.

2.2 understand the changes that occur in the nature, use, distribution, and importance of resources.

2.3 recognize the importance of technologies on economic development.

**Performance Indicators:**

2.1 understand economic connections, conflicts, and interdependence.

*At Level 1, the student is able to*

identify how early pastoral communities economically provided for their families;  
explain the changing relationship of supply and demand in pastoral communities.

*At Level 2, the student is able to*

recognize economic relationships that resulted from differing pastoral economies.

*At Level 3, the student is able to*

compare and contrast the interactions among early world economic systems (e.g., evidence of early trade systems);

differentiate among pastoral economies (e.g., Indus Valley, Egyptian, Aryan, Mycenaean, Mesopotamian, Chinese).

2.2 understand the changes that occur in the nature, use, distribution, and importance of resources.

*At Level 1, the student is able to*

identify pastoral economy systems (e.g., militaristic, barter).

*At Level 2, the student is able to*

study the changing role of economies based on the spread of agricultural communities through surviving artifacts (e.g., hieroglyphics, surviving architectural structures, considered luxury good items).

*At Level 3, the student is able to*

evaluate the importance of developments on the course of pastoral economies.

2.3 recognize the importance of technologies on economic development.

*At Level 1, the student is able to*

explain the relationship between the use, availability, and accessibility of resources and the subsequent technological developments;

*At Level 2, the student is able to*

identify how agricultural advancements encouraged a further advancement in population and sophistication in pastoral communities.

*At Level 3, the student is able to*

analyze the potential sources for the decline in trade and overcrowding of Indus Valley cities;

evaluate the decline of Egyptian dominance based on economic or governance theories.

**Standard Number:** 3.0 Geography

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

**Learning Expectations:**

The student will

3.1 understand the importance of physical geographic features on world historic events.

3.2 understand human geographic interactions and their impact on world historic events.

**Performance Indicators:**

3.1 understand the importance of physical geographic features on world historic events.

*At Level 1, the student is able to*

recognize and name early world major physical geographic features that influenced pastoral communities' development.

*At Level 2, the student is able to*

examine how the natural environment of the Tigris Euphrates, Nile and Indus Valley shaped the development of societies;

recognize that a natural disaster brought about the decline of the Minoan civilization.

explain why urban development occurred in Mesopotamia, Egypt, and the Indus Valley in response to the environment.

identify the significance of the "fertile crescent."

*At Level 3, the student is able to*

assess the relative importance of physical geographic in developing trade networks;

discuss how natural disasters affected pastoral communities.

3.2 understand human geographic interactions and their impact on world historic events.

*At Level 1, the student is able to*

identify human communities that developed in response to environment.

*At Level 2, the student is able to*

recognize how pastoral communities began to reshape the environments in which they resided;

understand how humans in the Tigris, Nile, and Huang He valleys manipulated environmental conditions such as prevailing wind, current, and flow patterns to advance their societies;

identify the different type of communities that resulted on the Mediterranean coast in comparison to Chinese or Egyptian societies due to the environment.

*At Level 3, the student is able to*

contrast the development and the sophistication of human communities in response to their environment;

create a model fictitious early pastoral communities based on geographic elements.

**Standard Number:** 4.0 Governance and Civics

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

**Learning Expectations:**

The student will

4.1 explain the development of a people's need to belong and organize into a system of governance.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

**Performance Indicators:**

4.1 explain the development of a people's need to belong and organize into a system of governance.

*At Level 1, the student is able to*

recognize the relationship between a place's physical, political and cultural characteristics and the type of governance that emerges in that place.

*At Level 2, the student is able to*

identify the contrasting versions of governance in pastoral people's lives (city-states, pharaohs, dynasties, hostile takeovers);

indicate how technology influenced the rise in organized governance (e.g., irrigation in the Nile region, the plow in South west Asia, advancements in weaponry).

*At Level 3, the student is able to*

rate the implementation and relative success of governance systems.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

*At Level 1, the student is able to*

recognize the role of individuals in governance.

*At Level 2, the student is able to*

compare and contrast roles of individuals in different forms of governance. (e.g., state authority, aristocratic society, taxation systems, slavery, coerced labor).

*At Level 3, the student is able to*

assess how the role of individual changed throughout history in different societies.

**Standard Number:** 5.0 History

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

**Learning Expectations:**

The student will

5.1 understand the chronological flow of historical eras and events in Ancient History.

5.2 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

**Performance Indicators:**

5.1 understand the chronological flow of historical eras and events in Ancient History.

*At Level 1, the student is able to*

describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations (e.g., Mesopotamia, Egypt, China, Indus Valley).

*At Level 2, the student is able to*

compare the development of several different pastoral civilizations by constructing a timeline of known advancements and achievement.

*At Level 3, the student is able to*

develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions (e.g., social, religious, economic factors).

5.2 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

*At Level 1, the student is able to*

identify and label key traits of the various civilizations (e.g., Old, Middle and New Kingdoms in Egypt.)

*At Level 2, the student is able to*

compare and contrast the world civilizations by examining similarities and differences. (e.g., Mycenaean Greek, Southwest Asian, Aryan).

*At Level 3, the student is able to*

analyze surviving accounts of history written at later dates about this time period in history (e.g., Old Testament in the Bible, the Odyssey, the Mahabarata, Ramayana, Illiad).

**Standard Number:** 6.0 Individuals, Groups, and Interactions

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Learning Expectations:**

The student will

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

**Performance Indicators:**

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

*At Level 1, the student is able to*

recall examples of two groups' interaction such as economic, political, social and cultural exchanges.

*At Level 2, the student is able to*

detect noted individuals for their contributions throughout history (e.g., Thutmose, Ramses II, Queen Hatshepsut, Sargon, Amenhotep IV).

*At Level 3, the student is able to*

through surviving artifacts describe consequences to the individual for violating the community's governing system;

debate the existing rights of the individual noting gender and social differences within the various pastoral people communities.

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**Ancient History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)**

**Standard Number:** 1.0 Culture

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

**Learning Expectations:**

The student will

1.1 understand the relationship between physical environments and culture.

1.2 recognize how cultural and individual's perceptions affect places and regions.

1.3 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

1.4 understand the role that diverse cultures and historical experiences had on the development of the world.

**Performance Indicators:**

1.1 understand the relationship between physical environments and culture.

*At Level 1, the student is able to*

describe the location of major cultural attributes such as language, religion, political systems, economic systems, and population centers in the growing empires (e.g., Greek city-states, Phoenician, Roman, Persian empires, and Chinese dynasties);

describe how human characteristics make specific regions of the world distinctive.

*At Level 2, the student is able to*

indicate how societies developed a special culture due to their environmental conditions (e.g., the Phoenician trading culture, the Aegean city-state system, Jewish monotheism);

contrast the difference cultures that arise between land and water based communities. (e.g., pastoral nomadic societies, trade societies).

*At Level 3, the student is able to*

analyze the role of cultural diffusion and interactions among Earth's human systems in the ongoing development of Earth's cultural landscapes (e.g., Greek colonies in the Black Sea, North Africa, and the Western Mediterranean);

analyze the role culture plays in incidents of cooperation and conflict in the contemporary world (e.g., continual warfare for resources and religion).

1.2 recognize how cultural and individual's perceptions affect places and regions.

*At Level 1, the student is able to*

describe characteristics of physical environments that contribute to the growth and development of cultures.

*At Level 2, the student is able to*

recognize that the Sumerian, Egyptian, and Greek societies saw themselves in relation to their gods, and how attitudes toward women appeared in relation to their goddesses;

describe how cultural life in the Hellenistic era was a diffusion of Greek, Egyptian, Persian, and Indian art and architecture because of assimilation, conquest, trade, and migration;

indicate the major religious beliefs and social framework in India that gave rise to Brahmanism.

*At Level 3, the student is able to*

analyze how communication, transportation and other forms of technology contribute to the development of a culture.

1.3 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

*At Level 1, the student is able to*

explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.

*At Level 2, the student is able to*

demonstrate how language, art, music, belief systems, and other cultural elements facilitate global understanding or cause misunderstanding;

identify the social development and the religious beliefs of the Jewish civilization. (e.g., the development of the Jewish kingdoms, Jews' maintenance of religious and cultural traditions despite destruction of kingdoms, the significance of the Torah);

indicate the major tenants of Persian religious beliefs (e.g., basic teachings of Zoroastrianism, religious relationship to society and politics);

recognize the cultural elements of Kush society (e.g., linguistic, architectural, and artistic achievements);

identify the achievements of Roman society (e.g., legal, artistic, architectural, technological and literary);

recognize the artistic achievements of the Han dynasty.

*At Level 3, the student is able to*

analyze how Greek drama and mythology reveal ancient moral values and cultural traditions;

debate the lasting significance of great empire language, myths, religion, and writings.

1.4 understand the role that diverse cultures and historical experiences had on the development of the world.

*At Level 1, the student is able to*

explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.

*At Level 2, the student is able to*

recognize significant Greek writings, art, literature, and mythology (e.g., prominent ideas of Greek philosophers, significance and major works of Greek historians, the significant events and subsequent lessons in tragedies and comedies, and events of every day life, major characteristics of Hellenistic sculpture, architecture, and pottery);

indicate the differences among religious groups. (e.g., Judaism, Greek mythology, Zoroastrianism);

compare and contrast Roman writings and mythology with Greek writings and mythology;

recognize the events that gave birth to Christianity (e.g., the story of the life of Jesus of Nazareth, the messages of Jesus' prominent parables);

recognize the events that gave prominence to Buddhism (e.g., the life and story of Buddha, Buddha's essential teachings and their response to the Brahmanic system, Indian epic stories).

*At Level 3, the student is able to*

evaluate how the great empire stories, traditions, myths, language, writings, and culture affects the world today;

debate the status of women and children within the great empires.

**Standard Number:** 2.0 Economics

**Standard:** Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

**Learning Expectations:**

The student will

2.1 understand economic connections, conflicts, and interdependence.

2.2 understand the changes that occur in the nature, use, distribution, and importance of resources.

2.3 recognize the importance of technologies on economic development.

**Performance Indicators:**

2.1 understand economic connections, conflicts, and interdependence.

*At Level 1, the student is able to*

explain the changing relationship of supply and demand in great empire communities;

list evidence that supports the growing importance of trade to the great empires.

*At Level 2, the student is able to*

recognize economic relationships that resulted among different great empire economies. (e.g., trade, slavery, farming, civil service).

*At Level 3, the student is able to*

compare and contrast the interactions among empire economic systems (e.g., evidence of early trade systems);

2.2 understand the changes that occur in the nature, use, distribution, and importance of resources.

*At Level 1, the student is able to*

identify great empire economy systems.

*At Level 2, the student is able to*

study influences on the economic Roman empire (e.g., trade, conquest, commercial connections).

*At Level 3, the student is able to*

appraise the relationship among scarcity of resources, economic development, and conflict.

2.3 recognize the importance of technologies on economic development.

*At Level 1, the student is able to*

explain the relationship between the use, availability, and accessibility of resources and the subsequent technological developments.

*At Level 2, the student is able to*

identify the commercial significance of the trans-Eurasian silk road economy;  
recognize the importance of Phoenician trade to the spread of the alphabet;  
identify the importance of the trading society the Lydians of Asia Minor as the first society to use coined money rather than barter.

**Standard Number:** 3.0 Geography

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

**Learning Expectations:**

The student will

3.1 understand the importance of physical geographic features on world historic events.

3.2 understand human geographic interactions and their impact on world historic events.

**Performance Indicators:**

3.1 understand the importance of physical geographic features on world historic events.

*At Level 1, the student is able to*

recognize and name major physical geographic features and climate of the great empire world;

know the importance of the physical setting of Canaan to its subsequent society (e.g., the Jordan River northern valley, natural produce, desert region to the south of the Dead sea, arid plateau, use as a land bridge between Asia and Africa).

*At Level 2, the student is able to*

examine the ways in which physical geographic features influence interaction of individuals and civilizations;

recognize the physical barriers that isolated some civilizations for thousands of years.

identify how Canaan's location became a disadvantage to conquering armies (e.g., Egyptians, Syrians, Assyrians, Persians, Babylonians);

indicate how the mountainous region of Greece gave rise to individual city-states rather than a unified kingdom due to its physical geography.

*At Level 3, the student is able to*

assess the relative importance of physical geographic features on the great empires (e.g., plains, plateaus, mountains, hills, water sources).

3.2 understand human geographic interactions and their impact on world historic events.

*At Level 1, the student is able to*

recall examples of how great empires impacted their surrounding environment.

*At Level 2, the student is able to*

recognize how the Persians initially manipulated the environment in order to expand their empire from southeastern Europe to the Indus River Valley (e.g., Persian royal roads, assimilating local customs);

identify the success of the Phoenicians as a society due to their lack of available natural resources but as a sea trading power.

*At Level 3, the student is able to*

evaluate how great empire societies utilized their surrounding physical geography. (grazing for sheep, mild climates for produce, waterways for trade).

**Standard Number:** 4.0 Governance and Civics

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

**Learning Expectations:**

The student will

4.1 explain the development of a people's need to belong and organize into a system of governance.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

**Performance Indicators:**

4.1 explain the development of a people's need to belong and organize into a system of governance.

*At Level 1, the student is able to*

recognize the relationship between a place's physical, political and cultural characteristics and the type of governance that emerges in that place.

*At Level 2, the student is able to*

recognize the political characteristics of Chinese society under early imperial dynasties (e.g., the "mandate to heaven" given to the Zhou dynasty, the development of imperial rule, comparisons between the Shang, Qin, and Han Empires and their governance style);

compare and contrast Hellenistic governance systems (e.g., Athenian democracy, Spartan military aristocracy);

differentiate among the political responsibilities required of Hellenistic peoples. (e.g., hierarchical relationships, civic duties of men and women from different classes).

*At Level 3, the student is able to*

analyze the political legacy of Roman and Greek society in today's world.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

*At Level 1, the student is able to*

recognize the role of individuals in differing governance structures;

list the importance of universal communication systems to growing empires.

*At Level 2, the student is able to*

compare and contrast roles of individuals in different forms of governance;  
indicate the changing role of governance throughout the Roman empire (e.g., major phases in the empire's expansion, imperial rule over Roman society, transformation from republic to empire);  
identify how religious beliefs began to influence governance structures;  
recognize how imperial systems required an active bureaucratic system. (e.g., Han dynasty);  
recognize the significant military developments of the Persian Empire (e.g., wars between Persia and the Greek city-states, founding under Darius the Great, warfare under Alexander, Persia's subsequent failure).

*At Level 3, the student is able to*

debate whether religion did impact governance structures (e.g., Brahman response to Buddhist teachings);  
analyze Alexander as a military and political leader (e.g., disintegration of his empire after his death, campaigns, battles).

**Standard Number:** 5.0 History

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

**Learning Expectations:**

The student will

5.1 understand the chronological flow of historical eras and events in Ancient History.

5.2 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

**Performance Indicators:**

5.1 understand the chronological flow of historical eras and events in Ancient History.

*At Level 2, the student is able to*

recognize the technological and cultural innovation and change from 1000 to 600 BCE;

identify how the Aegean civilization emerged and how interrelations developed within the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE;

identify how major religious and large scale empires arose in the Mediterranean region, China, and India from 500 BCE to 300 CE;

know how early agrarian civilizations arose in Mesoamerica.

*At Level 3, the student is able to*

develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions.

5.3 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

*At Level 1, the student is able to*

identify and label key traits of the various civilizations.

*At Level 2, the student is able to*

compare and contrast growing major global trends from 1000 BCE to 300 CE (e.g., slavery found in the Han, the Maurya, the Greek and Roman empires,

centralization of religious thought, enduring ideas, art forms, and written languages, development of technology;

construct time lines to show sequences of important dates and events.

*At Level 3, the student is able to*

analyze the difficulty in studying Olmec (Mesoamerican) civilization based on available archaeological evidence.

*At Level 3, the student is able to*

weigh the relative impact of world civilizations upon the modern world.

**Standard Number:** 6.0 Individuals, Groups, and Interactions

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Learning Expectations:**

The student will

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

**Performance Indicators:**

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

*At Level 1, the student is able to*

recall examples of two groups' interaction such as economic, political, social and cultural exchanges.

*At Level 2, the student is able to*

identify the individual significance of religious leaders (e.g., Jesus of Nazareth, Buddha);

describe how Jesus conflicted with and agreed with larger Jewish society (e.g., expansion of Ten Commandments, friction with established Judaism and Roman empire, stories and values expressed through teachings);

identify the contributions of individual rulers to their greater societies (e.g., Alexander, Cincinnatus, Scipio Africanus, Julius Caesar, Augustus, Nero, Marcus Aurelius, Constantine, Cleopatra, Qin emperor Shi Huangdi).

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#### **Ancient History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)**

**Standard Number:** 1.0 Culture

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

**Learning Expectations:**

The student will

1.1 recognize how cultural and individual's perceptions affect places and regions.

1.2 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

1.3 understand the role that diverse cultures and historical experiences had on the development of the world.

**Performance Indicators:**

1.2 understand how language, art, music, belief systems, traditions, science, technology, values and behaviors contribute to the development and transmission of culture.

*At Level 1, the student is able to*

identify the basic components of Hinduism (e.g., concept of dharma, roles of family and friends, Brahma, khrama, caste system, ritual sacrifice, reincarnation);

*At Level 2, the student is able to*

identify the influence geography on the growth of Hinduism and Buddhism in Eastern and Southeast Asia. (e.g., trade, ocean currents, physical geography);

identify the response of Christianity and Buddhism to the fall of the Roman and Han Empires;

recognize the spread of Islam in Southwest Asia and Mediterranean region and its subsequent divisions between Sunni and Shi'ite (e.g., life of Muhammed, basic tenets and beliefs, five pillars);

describe the growing appeal of Christianity and Buddhism to people living from the third to fifth centuries;

read the basic beliefs of Shintoism in order to discover legends in Japanese history.

*At Level 3, the student is able to*

analyze the unique art and architectural expression that emerged from the spread of Islam;

evaluate the spread and adaptation of Buddhism from China to Korea and Japan;

investigate the cultural and technological achievements of Tang China (e.g., poetry, landscape, painting, pottery, road building, canal implementation);

evaluate the role of the griot in West African society.

1.3 understand the role that diverse cultures and historical experiences had on the development of the world.

*At Level 1, the student is able to*

review the historical status of women in children.

*At Level 2, the student is able to*

recognize the changing role of women from pagan Roman to the spread of Christianity;

compare and contrast the cultural role of women in court and as authors in Imperial Japan with the status of men in government and politics;

identify the growing influence of the monastery in European development (e.g., monasteries, convents, and missionaries from Britain to Ireland);

recognize the social factors of Mayan (e.g., art and architecture, status of women, social class, political structure).

*At Level 3, the student is able to*

analyze the social relationships and technology advancements in India during the Gupta era (e.g., gender roles, caste system, legal restrictions);

evaluate the influence of Islam on cultural ideas and social practices (e.g., family, morals, marriage, inheritance, slavery, non-Muslims);

appraise Korea's adaptation of Chinese and Japanese culture and society for survival.

**Standard Number:** 2.0 Economics

**Standard:** Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

**Learning Expectations:**

The student will

2.1 understand the changes that occur in the nature, use, distribution, and importance of resources.

2.2 recognize the importance of technologies on economic development.

**Performance Indicators:**

2.1 understand the changes that occur in the nature, use, distribution, and importance of resources.

*At Level 1, the student is able to*

describe the spatial organization of economic trade networks;

explain the major components of and reasons for world trade;

explain the role of transportation and communication networks in the development of economic activities.

*At Level 2, the student is able to*

recognize the importance of international trade for African and Eurasian societies.

*At Level 3, the student is able to*

evaluate the advantages and disadvantages of the growing economic patterns.

2.2 recognize the importance of technologies on economic development.

*At Level 1, the student is able to*

describe the characteristics, location, and use of renewable and nonrenewable resources.

explain the relationship between the use, availability, and accessibility of resources and a country's standard of living, including the role of technology in resource acquisition and use;

describe world patterns of resource distribution and utilization.

*At Level 2, the student is able to*

identify the economic and agricultural elements of Mayan society (e.g., Mayan trade, rise of city states, development in agriculture);

understands the growth of economic exchanges from different regions from 300 to 1000 CE (e.g., Muslims mediating long distances, food crop exchange, migrating peoples, and settlement connections).

**Standard Number:** 3.0 Geography

**Standard:** Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

**Learning Expectations:**

The student will

3.1 understand the importance of physical geographic features on world historic events.

3.2 understand human geographic interactions and their impact on world historic events.

**Performance Indicators:**

3.1 understand the importance of physical geographic features on world historic events.

*At Level 1, the student is able to*

recognize and name major physical geographic features of this era.

*At Level 2, the student is able to*

indicate the effect of geography on different groups and their trade practices;

recognize the geographic significance of Baghdad;

identify the geographic influence on Japan's status with the kingdom's of Korea and China.

*At Level 3, the student is able to*

assess the relative importance of physical geographic features on world historic and current events.

3.2 understand human geographic interactions and their impact on world historic events.

*At Level 1, the student is able to*

locate the urban areas and major geographical regions of Tang China;

know that Pacific Islanders and New Zealand natives used navigational techniques to journey long routes;

know the maritime and overland trade routes linking regions of Afro-Eurasia and Europe.

*At Level 2, the student is able to*

identify how the location and network of canals forever changed life in China.

*At Level 3, the student is able to*

determine which factors have been most significant in the development of the modern world;

evaluate how early migrants carried plants and animals with them in the Pacific Islands and New Zealand affecting existing flora and fauna.

**Standard Number:** 4.0 Governance and Civics

**Standard:** Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

**Learning Expectations:**

The student will

4.1 explain the development of a people's need to belong and organize into a system of governance.

4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

**Performance Indicators:**

4.1 explain the development of a people's need to belong and organize into a system of governance.

*At Level 1, the student is able to*

recognize the relationship between a place's physical, political and cultural characteristics and the type of governance that emerges in that place;  
review the rise to power of Roman and Han empires.

*At Level 2, the student is able to*

list possible political reasons for the decline of Roman and Han empires. (e.g., significant battles, internal divisions, political changes, and invasions);  
identify the political events that shaped the Gupta empire;  
recognize the changing influence from the Carolingian Empire on the development of European civilization (e.g., Charlemagne's royal court, monasteries' preservation of Greco-Roman learning, contribution of Christian learning, conflict among secular and papacy);

*At Level 3, the student is able to*

rate the implementation and relative success of governance systems.  
4.2 identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

*At Level 1, the student is able to*

review the political and social motivation for the Roman empire's relocation of their capital to Byzantine.

*At Level 2, the student is able to*

identify how Byzantine withstood attacks between the 8<sup>th</sup> and 10<sup>th</sup> CE centuries;  
list the strengths and weaknesses of the Abbasid, Byzantine and Sassamid governments and military institutions;  
understand the significance of Norse migrations and invasions ( e.g., independent lords, knightly class, locations of settlements);  
compare and contrast the size of European empires to that of Byzantium;  
trace the development of state building in West Africa.

*At Level 3, the student is able to*

evaluate the blending of Islamic beliefs with establishing an empire;  
evaluate the political shifts in power during 9<sup>th</sup> and 10<sup>th</sup> century Europe (e.g., royalty, counts, dukes, hereditary autonomous power over land and people).

**Standard Number:** 5.0 History

**Standard:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

**Learning Expectations:**

The student will

5.1 understand the chronological flow of historical eras and events in Ancient History.

5.2 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

**Performance Indicators:**

5.1 understand the chronological flow of historical eras and events in Ancient History.

*At Level 2, the student is able to*

recognize imperial crises and subsequent aftermath in various regions from 300 to 700 CE;

identify the development of the Islam in the world from 7<sup>th</sup> to 10<sup>th</sup> CE;

Explore the major developments in East and Southeast Asia from 600 to 900 CE (e.g., Tan dynasty, Japanese imperialism);

Identify the changing world of Europe from 500 to 1000 CE (e.g., growth of missionaries, Merovingian and Carolingian states, Norse invasions);

compare and contrast the development of agricultural societies in tropical Africa and Oceania;

indicate the rise of civilizations in Mesoamerica and Andean South America in First millennia CE.

*At Level 3, the student is able to*

develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions. This would include an understanding of social, religious, and economic factors.

5.3 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

*At Level 1, the student is able to*

identify and label key traits of the various civilizations.

*At Level 2, the student is able to*

research the expanding zones of exchange and encounter from 300-1000- CE by utilizing surviving evidence and artifacts (e.g., the spread of Christianity, Buddhism, Hinduism, and Islam throughout diverse cultures, international trade).

**Standard Number:** 6.0 Individuals, Groups, and Interactions

**Standard:** Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

**Learning Expectations:**

The student will

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

**Performance Indicators:**

6.1 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

*At Level 1, the student is able to*

recall examples of two groups' interaction such as economic, political, social and cultural exchanges.

*At Level 2, the student is able to*

identify the significance of Charlesmagne as an individual. (e.g., government, laws, conquest, personality);

know the story of Alfred the Great of England;

*At Level 3, the student is able to*

evaluate the significance of Clovis's conversion to Christianity and its affects on the Frankish and Saxon peoples.