

## **Curriculum Overview**

**Course: Ancient World History**

**Grade Level: 9**

### **Course Description:**

Ancient World History course surveys the story of human change over time, a story based on evidence. Our physical world is the setting that helps shape the story, real people are its heroes, and time and space are its anchors. Historians ask questions about all of these elements. How did the Egyptians build pyramids? When and where did democracy begin? Why are most of the world's great cities located on rivers?

Through their study of world history students will trace the story of the human past from the period before written records—prehistory—through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative.

Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. Then, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, European Middle ages and formation of Western Europe. Also societies and Empires of Africa. Students also study European renaissance and reformation. How Europeans explored the East. They relate how European nations settled in North America (Slave trade, Columbian exchange).

The book also introduces absolute monarchs in Europe as well as enlightenment. It moves to the French revolution and its consequences. It ends with how Latin American people win independence and the rise of nationalism.

### **Content**

#### **Unit 1 Beginnings of Civilization**

##### **Peopling of the World**

Human Origins in Africa

Humans try to control Nature

Civilization

##### **Early River Valley Civilizations**

City-States in Mesopotamia

Pyramids on the Nile

Planned Cities on the Indus

River Dynasties in China

##### **People and Ideas on the move**

Indo - Europeans

Hinduism and Buddhism develop

Seafaring traders

The Origins of Judaism

### **First Age of Empires**

The Egyptian and Nubian empires  
The Assyrian empires  
The Persian empire  
The unification of china

## **Unit 2 New Directions and Government and Society**

### **Classical Greece**

Cultures of the Mountains and the Sea  
Warring city states  
Democracy and Greece's golden age  
Alexander's Empire  
The spread of Hellenistic culture

### **Ancient Rome and Early Christianity**

The Roman Republic  
The Roman Empire  
The Rise of Christianity  
The fall of Roman empire  
Rome and the Roots of Western civilization

### **India and China establish empires**

India's first empires  
Trade spreads Indian religions and cultures  
Han emperors in China

### **African civilizations**

Diverse societies in Africa  
Migration  
The kingdom of Aksum

### **The Americas: A separate world**

The Earliest Americas  
Early Mesoamerican civilizations  
Early civilizations of the Andes

## **Unit 3 An Age of Exchange and Encounter**

### **The Muslim World**

The Rise of Islam  
Islam Expands  
Muslim Culture

### **Byzantines, Russians, and Turks Interact**

The Byzantine Empire

The Russian Empire  
Turkish Empires Rise in Anatolia

### **Empires in East Asia**

Tang and Song China  
The Mongol conquests  
The Mongol empires  
Feudal powers in Japan  
Kingdoms of Southeast Asia and Korea

### **European Middle Ages**

Charlemagne Unites Germanic Kingdoms  
Feudalism in Europe  
The Age of Chivalry  
The power of the Church

### **The Formation of Western Europe**

Changes in Medieval society  
England and France Develop  
The Hundred Years' War and the Plague

### **Societies and Empires of Africa**

North and Central African Societies  
West African Civilizations  
Eastern City-States and Southern Empires

## **Unit 4 Connecting Hemisphere**

### **People and Empires in the Americas**

North American Societies  
Maya kings and Cities  
The Aztecs Control Central Mexico  
The Inca Create a Mountain Empire

### **European Renaissance and Reformation**

Italy: Birthplace of Renaissance  
The Northern Renaissance  
Luther Leads the Reformation  
The Reformation continues

### **The Muslim World Expands**

The Ottomans Build a vast Empire  
Cultural Blending  
The Mughal Empire in India

### **An Age of Exploration and Isolation**

Europeans Explore the East  
China Limits European Contacts

Japan Returns to Isolation

### **The Atlantic World**

Spain Builds an American Empire  
European Nations settle North America  
The Atlantic Slave Trade  
The Columbian Exchange and Global Trade

## **Unit 5: Absolutism to Revolution**

### **Absolute Monarchs in Europe**

Spain's Empire and European Absolutism  
The Reign of Louis XIV  
Central European Monarchs clash  
Absolute Rulers in Russia  
Parliament Limits the English Monarchy

### **Enlightenment and Revolution**

The Scientific Revolution  
The Enlightenment in Europe  
The Enlightenment spreads  
The American Revolution Begins

### **The French Revolution and Napoleon**

The French Revolution Begins  
Revolution Brings Reform and Terror  
Napoleon Forges an Empire  
Napoleon's Empire collapses  
The Congress of Vienna

### **Nationalist Revolutions Sweep the West**

Latin American Peoples Win Independence  
Europe Faces Revolutions  
Nationalism  
Revolutions in The Arts

## **List of Course books and Resources:**

1. HOLT MCDOUGAL Ancient World History Teacher's edition.
2. HOLT MCDOUGAL Ancient World History student's edition.
3. HOLT MCDOUGAL Ancient World History guided reading workbook
4. HOLT MCDOUGAL Ancient World History – CD
5. Resource Index: Reading Support, Assessment, Teacher's Resources, Enrichment Activities, Skill Development Activities, Answer Keys, Additional Resources, Vocabulary

- Builder, Flash Cards, Modified Chapter Review Activities, Section Quizzes (Regular and Modified), Lesson Transparencies (Bellringer, Quick Facts, etc)
6. Additional resources for selected lessons
  7. Mindpoint Quiz Show: can be used as a lesson activity or a quarter (game show) project to quiz students on SS trivia.
  8. PuzzleView : Can be used to create word puzzles for review and to increase vocab. acquirement

## **Curriculum**

### **A. Common Core Standards:**

#### **CCSS.ELA-Literacy.RH.9-10.1**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### **CCSS.ELA-Literacy.RH.9-10.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### **CCSS.ELA-Literacy.RH.9-10.3**

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **Craft and Structure:**

#### **CCSS.ELA-Literacy.RH.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### **CCSS.ELA-Literacy.RH.9-10.5**

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

#### **CCSS.ELA-Literacy.RH.9-10.6**

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **Integration of Knowledge and Ideas:**

#### **CCSS.ELA-Literacy.RH.9-10.7**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

#### **CCSS.ELA-Literacy.RH.9-10.8**

Assess the extent to which the reasoning and evidence in a text support the author's claims.

#### **CCSS.ELA-Literacy.RH.9-10.9**

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **Range of Reading and Level of Text Complexity:**

CCSS.ELA-Literacy.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**B. Content Standards and Benchmarks:**

**Standard 1.**

Understands the biological and cultural processes that shaped the earliest human communities

**Level IV (Grade 9-12)**

1. Understands methods by which early human communities are studied and what these studies reveal (e.g., the way in which newly discovered sites and investigative techniques used to examine them affect the study and understanding of human evolution, how common refuse can be studied to make inferences about earlier communities)
2. Understands how different kinds of evidence are used to determine the cultural characteristics of early human communities (e.g., how archaeological evidence demonstrates the influences of climate, geographic location, and economic specialization on everyday life; how nonverbal evidence such as burials, carvings, and paintings can indicate the presence of religion)
3. Understands physical, social, and cultural characteristics of different human communities (e.g., the possible types of early hominid communities; characteristics of skeletal remains of nonhominid, primate, hominid, and Homo sapiens and how to classify them chronologically; major features of flora, fauna, and climate associated with different hominid communities)
4. Understands environmental, biological, and cultural influences on early human communities (e.g., how language helped early humans hunt, establish roles, rules, and structure within communities; the proposition that Mesolithic peoples were the first to take advantage of a changing climate; biological and cultural relationships between Neanderthal and Homo sapiens sapiens)

**Standard 2.**

Understands the processes that contributed to the emergence of agricultural societies around the world

**Level IV (Grade 9-12)**

1. Understands how agricultural communities maintained their produce and livestock (e.g., methods used by scholars to reconstruct the early history of domestication and agricultural settlement, how and why human groups domesticated wild grains and animals after the last Ice Age, the importance of controlling food supplies and storing them in the "Neolithic revolution")
2. Understands what archaeological evidence has revealed about the cultural beliefs of early agricultural societies (e.g., the emergence of complete belief systems, including female deity worship)
3. Understands social and cultural factors that define agricultural communities (e.g.,

archaeological evidence that distinguishes hunter-gatherer from agricultural sites, the relationship between agricultural production and cultural change)

4. Understands what environmental and architectural evidence reveals about different types of large agricultural communities (e.g., the locations of different types of communities between 10,000 and 4,000 BCE; how patterns of layout, fortification, and standardization in large settlements helped transform human culture)
5. Understands why some groups developed and accepted complete sedentary agriculture and others retained earlier subsistence methods

### **Standard 3.**

Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley

#### **Level IV (Grade 9-12)**

1. Understands influences on the social and economic framework of Mesopotamia, Egypt, and the Indus Valley (e.g., the characteristics of government and military in Egypt and Mesopotamia and the ways in which central authorities commanded labor and taxes from peasant farmers; how architectural, artistic, technological, and scientific achievements of these civilizations affected the economics of daily life)
2. Understands how written codes and stories reflect social conditions in Mesopotamia, Egypt, and the Indus Valley (e.g., how the code of Hammurabi illustrated the ethical values, social hierarchy and attitudes, and roles of women in Mesopotamia; how the biblical account of Genesis and the Enuma Elish from Babylon reflect contrasting beliefs)
3. Understands features of trading networks in Mesopotamia, Egypt, and the Indus Valley (e.g., those geographical characteristics that encouraged Mesopotamia to engage in trade and those which made trade difficult, shifting political relationships between trading partners in the 1st and 2nd millennia BCE and sources of conflict between them, the breadth of the Indus trade network)

### **Standard 4.**

Understands how agrarian societies spread and new states emerged in the third and second millennia BCE

#### **Level IV (Grade 9-12)**

1. Understands the social, cultural, and political characteristics of the Shang Dynasty (e.g., the development of royal government under the Shang Dynasty and the development of social hierarchy, religious institutions, and writing; the role that Chinese peasants played in sustaining the wealth and power of the Shang political centers)
2. Understands interaction between urban centers of Southwest Asia, Egypt, and the Aegean Basin, and the Eastern Mediterranean coast (e.g., the important urban centers of Southwest Asia, Egypt, and the Aegean Basin; the role of cities along the Mediterranean coast as commercial bridges between the trading networks of Southwest Asia, Egypt, and the Mediterranean)
3. Understands how different agrarian societies developed (e.g., what archaeological evidence suggests about the growth of agricultural societies in West Africa and

Southeast Asia, the origins of domesticated rice in Southeast Asia and the routes of its spread throughout the rest of Asia)

4. Understands how environmental conditions such as the prevailing wind, current, and flooding patterns, influenced civilizations in the Tigris, Nile, and Huang He valleys
5. Understands evidence of social and cultural development of Chinese civilization in the 3rd and 2nd millennia BCE (e.g., evidence that the Chinese had developed urbanization, sophisticated social cooperation, and written language before 1700 BCE; the physical evidence that highlights possible cultural contact between China and other centers of civilization in antiquity)
6. Understands the impact of various technologies (e.g., the wheel, pottery, the sail, weaving, bronze casting, the plow) upon social organization and the political and economic power of the groups that used them
7. Understands influences on the cultural and economic conditions of Minoan and Egyptian civilizations (e.g., the nature and extent of cultural contact between Minoan and Egyptian civilizations, the extent of Minoan trade and its impact on the development of Minoan civilization)

## **Standard 5.**

Understands the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE

### **Level IV (Grade 9-12)**

1. Understands characteristics of pastoral and agrarian societies (e.g., economy, social relations, and political authority among pastoral peoples; women's social equality with men in pastoral societies as opposed to agrarian societies)
2. Understands the beliefs and accomplishments of Mesopotamian and Egyptian rulers (e.g., the religious ideas of Akenaton [Amenhotep IV] and the viewpoint that Atonism was an early form of monotheism, the accomplishments of Sargon and Akenaton [Amenhotep IV])
3. Understands characteristics of Mycenaean society (e.g., the impact of Mycenaean expansion and city-building on commerce and political life in the Eastern Mediterranean; society, trade, and government in Mycenae; comparisons of Mycenaean and Minoan societies from archaeological remains)
4. Understands cultural elements of the Aryan civilization (e.g., Aryan culture in India as denoted in linguistic, literary, and archaeological materials; beliefs expressed in the Vedic hymns; the root of the word "Aryan," those people who came to be called Indo-Aryan)
5. Knows the migration routes of Indo-European language speakers and the approximate dates of their arrivals in new locations during the second millennium BCE
6. Understands the emergence and militarization of new kingdoms (e.g., what visual and written sources suggest about the impact of chariot warfare on the battlefield; the boundaries of major states in Southwest Asia, Egypt, and the Eastern Mediterranean in the later part of the 2nd millennium BCE and why wars and diplomatic relations among these states may have represented the first era of "internationalism" in world history)



7. Understands the decline of the Indus valley civilization in comparison to that of other peoples such as the Sumerians
8. Understands the reliability of epics as historic sources and the aspects of these works historians have determined actually reflect contemporary or later culture (e.g., the Iliad, the Odyssey, the Mahabarata, and the Ramayana)

## **Standard 6.**

### **Understands major trends in Eurasia and Africa from 4000 to 1000 BCE**

#### **Level IV (Grade 9-12)**

1. Understands connections between the cultural achievements of early civilizations and the development of political and economic institutions (e.g., state authority, aristocratic power, taxation systems, and institutions of coerced labor, including slavery)
2. Understands the role of pastoral peoples in Eurasia and Africa up to 1000 BCE, and understands the relationship of conflict and mutual dependence between herding and agrarian societies

## **Standard 7.**

### **Understands technological and cultural innovation and change from 1000 to 600 BCE**

#### **Level IV (Grade 9-12)**

1. Understands how the implementation of laws and the spread of language influenced societies of the Mediterranean Basin and Southwest Asia (e.g., the social and cultural effects of the spread of alphabetic writing in Southwest Asia and the Mediterranean Basin, social sources of and differences in laws created by early lawmakers)
2. Understands events that led to the spread of Judaism (e.g., the significance of the Babylonian captivity for the subsequent history and survival of Judaism, the significance of the Jewish diaspora for the transmission of Judaism in the Mediterranean region and Southwest Asia)
3. Understands how Kush culture interacted with or reflected characteristics of other civilizations (e.g., the importance of political, commercial, and cultural relations between Egypt and Kush; how Kush could be viewed as a cultural satellite of Egypt, or its own distinctive civilization or both, and the evidence used to support such arguments; how Kushite achievements during the Meroitic period might have been seen by contemporaries in the Nile Delta, Sub-Saharan Africa, and Assyria)
4. Understands the emergence of states south of the Sahara desert and the influence of metal technology in Sub-Saharan and West Africa (e.g., theories about the spread of iron technology in West and East Africa, whether iron technology was brought to West Africa or developed in this region independently, what archaeological evidence such as Nok terra cotta figures and metal implements illustrate about the society and culture of their West African creators)
5. Understands the interaction between pastoral nomadic societies, warrior states, and agrarian states in Central Asia (e.g., how the Scythian and Xiongnu warrior states arose)

among the pastoral nomadic peoples on the Central Asian steppes, the circumstances and trade that led to interdependence and conflict between pastoral nomadic and agrarian societies such as Xiongnu and China)

## **Standard 8.**

Understands how Aegean civilization emerged and how interrelations developed among peoples of the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE

### **Level IV (Grade 9-12)**

1. Understands the legacy of Greek thought and government (e.g., the importance of participatory government in Greek city-states for the development of Western political thought and institutions; essential ideas in Plato's Republic and the influence of this work on modern political thought; Athenian ideas and practices related to political freedom, national security, and justice; how the maturing democratic institutions in Greece resulted in greater restrictions on the rights and freedoms of women)
2. Knows significant Greek writings, literature, and mythology (e.g., the prominent ideas of Greek philosophers; the significance and major works of Greek historians; significant Greek tragedies and comedies, and the values and lessons they transmitted; aspects of daily life in Greece between 600 and 200 BCE as they are represented by playwrights of the time)
3. Understands the major events and the significance of the Persian Wars (e.g., the long-term effects of the Persian Wars upon Greece, how the internal political and military structure of the two antagonists in the Persian Wars dictated their strategies, how the Greek city-states were able to defeat the "monolithic" Persian armies and navies, Herodotus' version of the key events of the Persian Wars and how reliable this account might be)
4. Understands Persian religious beliefs (e.g., the basic teachings of Zoroastrianism; the relationship between religion and politics in Persian society and the place of Zoroastrianism within the various levels of Persian society)
5. Understands how conquest influenced cultural life during the Hellenistic era (e.g., the cultural diffusion of Greek, Egyptian, Persian, and Indian art and architecture through assimilation, conquest, migration, and trade; the benefits and costs of Alexander's conquests on numerous cultures, and the extent to which these conquests brought about cultural mixing and exchange)
6. Understands the characteristics of religion, gender, and philosophy in the Hellenistic era (e.g., the significance of the interaction of Greek and Jewish traditions for the emergence of Rabbinic Judaism and early Christianity; the changes in the status of women during the Hellenistic era, their new opportunities, and greater restrictions; what different Greek philosophers considered to be a "good life")
7. Understands how Sumerian, Egyptian, and Greek societies saw themselves in relation to their gods and how attitudes towards women are indicated in representations of their goddesses

## **Standard 9.**

Understand how major religious and large-scale empires arose in the

## Mediterranean Basin, China, and India from 500 BCE to 300 CE

### Level IV (Grade 9-12)

1. Understands shifts in the political framework of Roman society (e.g., major phases in the empire's expansion through the 1st century CE; how imperial rule over a vast area transformed Roman society, economy, and culture; the causes and consequences of the transition from Republic to Empire under Augustus in Rome; how Rome governed its provinces from the late Republic to the Empire; how innovations in ancient military technology affected patterns of warfare and empire building)
2. Understands the spread of Christianity and how it related to other belief systems (e.g., the extent and consequences of Christian expansion in Asia, Africa, and Europe to the 4th century; the events and circumstances, including the role of the martyr, that helped this expansion; comparisons between Jewish and Christian approaches to monotheism; the influence of other faiths upon the development of Christianity and those teachings that are distinctive to Christianity)
3. Understands the political and cultural characteristics of the Han Dynasty (e.g., the political and ideological contributions of the Han to the development of the imperial bureaucratic state and imperial expansion, how contemporaneous art reflects the history and philosophy of China through the end of the Han Dynasty)
4. Understands how Buddhism and Brahmanism influenced one another and Indian society (e.g., how Brahmanism responded to challenges posed by Buddhism and other reform movements; how Buddha's reforms contributed to the spread of Buddhism within and beyond India, how the Upanishad reflected Brahmanic teachings and how these compared with Buddhist teachings)
5. Understands the growth of the Mauryan Empire in the context of rivalries among Indian states
6. Understands the political, commercial, and cultural uses of Latin and Greek as universal languages of the Roman Empire
7. Understands the political legacy of Roman society (e.g., influences of the Roman Constitution on the modern U.S. political system)
8. Understands the role and status of women in the Confucian tradition
9. Understands how art and literature reflect different aspects of Indian society (e.g., how literature such as the Ramayana can reflect the status and role of women in ancient cultures, how Indian art reflects a Persian or Greek influence)

### Standard 10.

## Understands how early agrarian civilizations arose in Mesoamerica

### Level IV (Grade 9-12)

1. Understands the framework of Olmec society and the influence of Olmec civilization on other civilizations (e.g., the cultural influence of the Olmec on the development of Zapotec and Mayan civilizations; the role of trade in the diffusion of this culture; the political, economic, and social structure of Olmec society and Olmec beliefs, and how this knowledge has been acquired in spite of undeciphered written records)

## **Standard 11.**

Understands major global trends from 1000 BCE to 300 CE

### **Level IV (Grade 9-12)**

2. Knows the fundamentals of iron metallurgy and understands the economic, cultural, and political significance of iron technology in Eurasia and Africa
3. Understands patterns of social and cultural continuity in various societies (e.g., ways in which peoples maintained traditions and resisted external challenges in the context of increasing interregional contacts)

## **Standard 12.**

Understands the Imperial crises and their aftermath in various regions from 300 to 700 CE

### **Level IV (Grade 9-12)**

1. Understands political and social elements during the decline of the Roman and Han Empires and the rise of the Byzantine Empire (e.g., the strengths and weaknesses of the Eastern and Western Roman Empires and the factors that enabled the Byzantine Empire to continue as Rome fell; how Constantine selectively supported aspects of Western rule with Eastern institutions to create a new, independent, Byzantine state in the 4th century CE; the links between military, social, and economic causes for the decline in the Han and Roman Empires; the impact of barbarian movements on the regions of Europe, China, and India by the end of the 7th century CE; the life of Germanic peoples and society including the status and role of women)
2. Understands the significant social, political, and cultural characteristics of Gupta society (e.g., the Gupta decline and the importance of Hun invasions in the empire's disintegration; the Gupta golden age under Chandragupta II; centers of learning in India in the 4th and 5th centuries CE, and the role of Buddhist monks in education and higher learning; types of evidence available for understanding Gupta India; the route of the Hun invasion of India, and the revival of the golden age of the Guptas)
3. Understands Indian contributions to Southeast Asia (e.g., the adaptation of Buddhist-Hindu culture in Southeast Asia, how art and architecture revealed the spread of Indian influence in Southeast Asia, the Indian concept of ideal kingship and its introduction and spread throughout the emerging states of Southeast Asia)
4. Understands how the spread of different religions influenced political and social conditions in various regions (e.g., the spread of religious Daoism and Buddhism in China; possible causal relationships between the spread of Christianity and Buddhism, and the expansion of international trade; royal patronage of religion and the desires of a growing middle class for "peace" to enable commercial expansion)
5. Understands shifts in the status of women from pagan Roman society to Christian society (e.g., the shifting importance of social class, marital status)

6. Understands the resurgence of Hinduism in India and its spread to South India (e.g., as reflected in the growth of temple towns and the development of South Indian temple architecture such as the temple of Maduri)
7. Understands the significance of Pandyas and Pallavas (e.g., the history of Pandyas and Pallavas in South India; trade relationships with West Asia, Greece, Rome, and Southeast Asia; how Pallavas helped spread Hindu and Buddhist thought to Southeast Asia)

### **Standard 13.**

Understands the causes and consequences of the development of Islamic civilization between the 7th and 10th centuries

#### **Level IV (Grade 9-12)**

1. Understands the political, social, and religious problems confronting the Byzantine and Sassanid Persian Empires in the 7th century and the commercial role of Arabia in the Southwest Asian economy
2. Understands challenges to Muslim civilization (e.g., the transformation of the Arab Caliphate into a Southwest Asian and Mediterranean Empire under the Umayyad Dynasty, and why the Muslim community divided into Sunni and Shi'ite factions; the significance of the Battle of Tours of 733 as interpreted by Muslim and Christian sources and changing historiographical views of the event)
3. Understands the strengths and weaknesses of the Abbasid, Byzantine, and Sassanid Persian governments and military institutions
4. Understands the social structure of the Abbasid Empire (e.g., the treatment and legal status of non-Muslims and their cultural and social contributions to society; the lives of prominent women and factors that facilitated and mitigated their rise to prominence; the role and status of royal bureaucrats, landowning nobles, peasants, urban artisans, and slaves; what Islamic conversion and adherence meant for social status)
5. Understands political and economic systems of the Byzantine state (e.g., Byzantium's imperial political system compared to that of the Abbasid state; understands patterns of economic, political, and military power in the manufacturing and trading centers of Constantinople and Baghdad )
6. Understands how the spread of Greek Orthodox Christianity affected different regions (e.g., the patterns of the spread of Greek Orthodox Christianity into the Balkans, Ukraine, and Russia between the 9th and 11th centuries; explanations for the preference of Greek over Latin Christianity in the Slavic world; the story of Vladimir of Kiev in the Russian Chronicle, and the nature of the church/state relationship in Kievan Russia)
7. Understands significant social and cultural changes in Islamic civilization between the 7th and 10th centuries (e.g., the changing position of women in the new Islam, how Muslim mosque architecture physically reflects the relationship between people, spiritual leaders, and God in Islam; the process through which Arabic became a common language in the early Islamic centuries; what branches of scholarship developed out of

the efforts of Muslim leaders and scholars to record the Qur'an and Hadith)

8. Understands possible motivations behind the Byzantine preservation of ancient Greek and Hellenistic scholastic works

## **Standard 14.**

**Understands major developments in East Asia and Southeast Asia in the era of the Tang Dynasty from 600 to 900 CE**

### **Level IV (Grade 9-12)**

1. Understands social and political characteristics of the reunification of China (e.g., the process of political centralization and economic reforms that marked China's reunification under the Sui and Tang dynasties, the roles of women and family)
2. Understands features of cultural life in various regions of China (e.g., differences between the lifestyles and living conditions in rural areas and urban communities during the Tang Dynasty, and how urban centers influenced growth in the arts; the significance of Chinese popular culture from the Tang Dynasty onward; the place of poetry and painting in the lives of scholar-officials in China, the values of the Chinese elite, and attitudes of poets toward the common people)
3. Understands the influence of Chinese culture on different countries (e.g., the political and cultural influence of Tang China in East Asian countries such as Korea, Vietnam, and Japan; the uniqueness of the Chinese writing system and how Japan adapted this system to fit the spoken language of Japan)
4. Understands the importance of women as authors at the Japanese court of the Heian period (e.g., the courtly roles and values reflected in works by female authors, such as the *Diary of Murasaki Shikibu* and *The Pillow Book* by Sei Shonagon)

## **Standard 15.**

**Understands the political, social, and cultural redefinitions in Europe from 500 to 1000 CE**

### **Level IV (Grade 9-12)**

1. Understands significant religious events that shaped medieval society (e.g., the successes of the Latin Catholic and Byzantine churches in introducing Christianity and Christian culture to Eastern Europe; similarities and differences in governance and worship in the Latin Catholic and Byzantine churches; how the Anglo-Saxon Boniface was an exemplar for other missionaries, and how he represented the "romanization of Europe")
2. Understands shifts in political power during 9th and 10th century Europe (e.g., how royal officials such as counts and dukes transformed delegated powers into hereditary, autonomous power over land and people)
3. Understands the significance of different empires in Europe (e.g., the size, wealth, and political organization of Charlemagne's empire compared to Byzantium, the Abbasid empire, and the Islamic caliphate of Iberia; the extent of the Frankish Empire under Clovis, the eventual division of imperial territory among his four sons, and the consequences of this division)
4. Understands central and peripheral reasons for the failure of the Carolingian Empire to

endure after the death of Charlemagne (e.g., the independent power of nobles; the advantage of the Magyar cavalry and Viking longboat)

## **Standard 16.**

Understands the development of agricultural societies and new states in tropical Africa and Oceania

### **Level IV (Grade 9-12)**

1. Understands the origins and development of societies in Oceania (e.g., theories using linguistic, biological, and cultural evidence to explain migration patterns to the Pacific Islands and New Zealand; how complex social structures, religions, and states developed in Oceania)
2. Understands economic, social, and religious influences on Ghana society (e.g., what archaeological evidence indicates about the development of Jenne-jeno and Kumbi-Saleh into important early commercial cities; the agriculture, trade, standard of living, expansionary tendencies and role of religious ideas in Ghana)
3. Understands settlement patterns in different regions of Africa (e.g., causes and consequences of the settling of East, Central, and Southern Africa by Bantu-speaking farmers and cattle herders until 1000 CE)

## **Standard 17.**

Understands the rise of centers of civilization in Mesoamerica and Andean South America in the 1st millennium CE

### **Level IV (Grade 9-12)**

1. Understands ways in which the Mayan world view and cultural life were portrayed (e.g., the Mayan cosmic world view and the role of Mayan deities as revealed in art and architecture, the descriptions of social and religious life inferred in Mayan [Bonampak] glyphs and murals, what the Popul Vuh tells about the Mayan world view and creation myth and its reliability as an account of the Mayan world view)
2. Understands Mayan achievements in astronomy, mathematics, and the development of a calendar (e.g., the place of archaeological evidence such as the "Long Count" calendar in the interpretation of Mayan history, how achievements in astronomy affected Mayan society, the value of mathematical innovations and the calendar to farmers)
3. Understands relationships between Mesoamerican and Andean societies (e.g., the growth of urban society centered on Teotihuacan and the importance of this city as a transmitter of Mesoamerican cultural traditions to later societies; comparisons between Mayan, Moche, and Teotihuacan religions and rituals; the basic structure, economy, and ritual of Andean societies such as the Moche, Tihuanaco, and Chimu; the basic construction and variations of Mesoamerican calendars; possible methods of contact between Mesoamerican and Andean societies and the cultural diffusion seen in areas

such as agriculture, societal structure, and artisan crafts)

4. Understands urban planning in Mayan culture (e.g., patterns and significance of architectural planning and city planning in Mayan culture and the religious factors that affected these layouts)

## **Standard 18.**

Understands major global trends from 300 to 1000 CE

## **Standard 19.**

Understands the maturation of an interregional system of communication, trade, and cultural exchange during a period of Chinese economic power and Islamic expansion

### **Level IV (Grade 9-12)**

1. Understands the struggle for Vietnamese independence from China and the subsequent reconstruction of Vietnamese society and government
2. Understands religious, social, and political aspects of the Song Dynasty (e.g., the importance of women of gentry families in preserving and transmitting Chinese cultural values; Chinese advancements in alchemy, astronomy, and medicine; the values of Confucianism, Taoism, and Buddhism as reflected in Song art; changes in the social and moral status of women as reflected in the practice of foot binding; the attitudes of typical Chinese gentlemen toward women, family, servants, tenants, and social inferiors; the debate during the Song Dynasty about how the government should respond to rapid social and economic change)
3. Understands how different religious movements influenced various cultures between the 11th and 13th centuries (e.g., the origins and growth of the North African Islamic reform movements; the impact of Christian campaigns of the Crusades on the societies and Muslim populations of Cairo, Damascus, and Sicily)
4. Understands the significance of Sufism (e.g., the basic beliefs of Sufism and Sufism's role in the spread of Islam, how society and Sufi ideas are described and exemplified in Islamic literature, the roles and social position of Sufi orders in rural and urban areas)
5. Understands how interregional trade and communication affected Eurasia and Africa (e.g., how international trade encouraged the rise of city-states along the East African coast, and helped end the isolation of African societies below the Saharan desert; the impact of economic and commercial expansion of Song China on communication and trade in Eurasia)
6. Understands significant religious and economic aspects of Chinese society between the 10th and 13th centuries (e.g., the impact of economic growth on Chinese society and how it affected the gentry class; how Zhu Xi's basic ideas of Neo-Confucianism affected Chinese society, government, and education)
7. Understands different social classes and gender roles in Japanese society (e.g., the influence of Buddhist sects on the samurai class; the role of social class, area, time, and age in determining women's experiences)



8. Understands the significance of art and philosophy in Japanese and Cambodian society (e.g., philosophical values and traditions presented in Noh drama, how diverse Japanese art forms from the Kamakura and Ashikaga periods reflect Shinto and Buddhist philosophy, Indian and Southeast Asian influences on the architecture of the 12th-century temple of Angkor Wat in Cambodia, what art and literature reveal about the lives of people in Japan in the Kamakura and Ashikaga periods)
9. Understands how the wars with the Mongols influenced Japanese society (e.g., the defeat of the Mongols, the samurai revolt against the Kamakura shogunate and the negative economic impact of these conflicts)
10. Understands cultural and political aspects of the Turkic Empires (e.g., the way of life of Turkic peoples such as the Seljuks, the origins and growth of the militaristic Seljuk and Ghaznavid Empires)

## **Standard 20.**

### **Understands the redefinition of European society and culture from 1000 to 1300 CE**

#### **Level IV (Grade 9-12)**

1. Understands the role of feudalism and manorialism in European society (e.g., how different feudal institutions assisted monarchies in centralizing power; how manorialism could be considered an economic system, and the rights, roles, and obligations of manorial inhabitants; the relative success of European monarchies at establishing security and political legitimacy for feudalism)
2. Understands the development of English government and its legal and political system (e.g., the Magna Carta and its tenets of the rule of the law and constitutional liberties; the structural differences, powers of, and participants in the representative governmental bodies of the English Parliament and French Estates-General)
3. Understands the rise of the city-state in Italy and northern Europe (e.g., how city-states differed from centralizing monarchies; common features and activities that allowed city-states such as Genoa, Venice, and Bruges to become commercial, financial, and economic leaders of Europe and maintain their independence)
4. Understands the effects of urbanization in Europe and the Mediterranean region (e.g., urban growth in the Mediterranean region and Northern Europe, and causes for expansion of manufacturing, interregional trade, and a money economy in Europe; the growth in economy, population, and urbanization in Europe in global context)
5. Understands the spread of philosophy to Europe (e.g., the importance of the Islamic states of Iberia and Sicily as well as the Byzantine Empire in transmitting scientific and philosophical knowledge to Western and Central Europe; how classical works such as those of Aristotle and Plato became part of medieval philosophy in Western Europe, and the attitude of the Church toward these non-Christian philosophies)
6. Understands comparisons of church-state relations and religious authority between Orthodox Christianity in the East and Latin Christianity in the West
7. Understands the social elements of feudalism (e.g., the daily life of serfs, knights, and lords as feudalism developed late in the 1st millennium CE; how their lives and duties were interrelated, and what diverse sources illustrate about this life and this time)

8. Understands how women influenced medieval politics (e.g., the roles and duties of women in 14th century political and home life; the opportunities available to upper class women and the obstacles they faced)
9. Understands the influence of religious beliefs on various regions (e.g., the presence and motivation behind anti-Semitism in Western Europe during the Crusades; the correlations between commercial and naval domination by Latin Christian states over Muslim states in the Mediterranean and Black Sea basins and an increase in Christian political strength between the 11th and 13th centuries)
10. Understands the rise of guilds as economic and social institutions and their efforts to promote economic growth, product quality, and workers' rights
11. Understands how women's experiences in Europe were determined by social class, area, time, and stage of life and how these experiences are reflected in different types of literature (e.g., *Treasure of City of Ladies* by Catherine of Pisan and *Art of Courtly Love*)

## **Standard 21.**

### **Understands the rise of the Mongol Empire and its consequences for Eurasian peoples from 1200 to 1350**

#### **Level IV (Grade 9-12)**

1. Understands the political features of the Mongol Empire and its influence on other regions (e.g., the political character of Mongol rule in China, Central Asia, southwest Asia, and Russia; the significance of the "Pax Mongolica" and how long-distance communication and trade led to cultural and technological diffusion across Eurasia; how Mongol military organization and techniques led to victory in their conquests between 1206 and 1279)
2. Understands factors that contributed to the division and eventual decline of the Mongol Empire after the death of Chinggis Kahn (e.g., disputes over succession, the absence of a bureaucracy, conflicts between nomadic traditions and the ideas of conquered urban cultures)
3. Understands the interaction between the Mongols and cultures of Mongol domination (e.g., the Islamization of the Golden Horde and the Khanate of Persian-Iraq; why the Mongols did not conquer the Mamluks in Northern Africa; comparisons between Mongol and Muslim society and culture; the extent of Mongol control of Southwest Asia; relations between Chinese artists and the Mongol court during the Yuan Dynasty; the advantages of living under Mongol rule for the Chinese, Russians, and Southwest Asians)
4. Knows the trade routes that emerged under Mongol domination, and the goods traded along these routes
5. Understands the usefulness of foreign sources in recording the history in areas of Mongol domination (e.g., the travels of Marco Polo, John of Plano Carpini, and Ibn Battuta)
6. Knows the consequences of the death of the Great Khan Ogodei for the Mongol enterprise in Eastern Europe and that of the Great Khan Mongke for the Mongol plans to invade Egypt

## **Standard 22.**

## Understands the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries

### Level IV (Grade 9-12)

1. Understands how art and architecture reveal elements of Ile-Ife, Benin, and other African societies (e.g., the role of the ruler, political power, gender differences, foreign contact, technology)
2. Understands the political, social, economic, and religious development of the West African Sudan and the East African coast between the 8th and 13th centuries (e.g., how these areas were affected by outside influences, the role of commerce in their development)
3. Understands the influence of religion on African culture (e.g., Islamic and Christian expansion in Africa and why Islam was successful there; the differences between Coptic and Latin Christianity and how Copts adapted African traditions to Christianity; the Zagwe Dynasty's achievements through patronage of Christian art and architecture, and characteristics of Ethiopian art and rock churches)
4. Understands the role of language in shaping African society (e.g., class structure and cultural influence of Swahili-speaking towns of East Africa; relationships among modern Bantu languages and what these relationships reveal about migrations of Bantu-speaking peoples; the interaction of religion with wealth, language, and country of origin in influencing social status)
5. Understands the network of trade between East Africa, Southeast Asia, and the Persian Gulf (e.g., sources of traded items, controlling parties), the goods traded, and the importance of city-states such as Kilwa in this network

## Standard 23.

## Understands patterns of crisis and recovery in Afro-Eurasia between 1300 and 1450

### Level IV (Grade 9-12)

1. Knows ways in which long-term climatic change contributed to Europe's economic and social crisis in the 14th century
2. Understands religious and political changes in post 14th-century Europe (e.g., the resurgence of centralized monarchies and economically powerful city-states in Western Europe in the 15th century, the elements and consequences of the "Great Western Schism")
3. Understands characteristics of 15th century Italian humanism (e.g., reasons for its emergence in this time and place, which social populations it most significantly affected)
4. Understands shifts in the leadership and political climate in China (e.g., the events that led to the collapse of Mongol rule in China; the reconstitution of the Mongol Empire under the Chinese Ming Dynasty; economic and political reforms and other achievements of the Hongwu emperor in China, and how these reforms restored for the Ming Dynasty continuity with pre-Yuan Empires)
5. Understands perceptions of the Black Death from diverse, contemporaneous sources (e.g., from Boccaccio in Europe and Ibn Battuta in Egypt and Syria)

6. Understands events and consequences of Jewish scapegoating in Europe during the Great Plague (e.g., the cremation of Strasbourg Jews, pogroms in the Holy Roman Empire, Jewish flight to Poland and Russia) and the attitudes and values these events represent
7. Understands immediate and long-term consequences of the plague on European society (e.g., the medical, administrative, and psychological measures taken to cope with the plague in the 14th century; long-term consequences of recurrent pandemics in the 14th and 15th centuries on Europe society)
8. Understands how economic conditions influenced the political and social climate in post 14th-century Europe (e.g., the impact of climatic change on the European agricultural system and the social and political consequences; how decreasing revenues led to competition between nobles for other sources of income, which increased the occurrence of civil wars)
9. Understands the significance of Joan of Arc (e.g., her role in the Hundred Years War; her subsequent trial and execution; the Church's review of her trial 25 years later, and her revered image as a patron saint of France)
10. Understands Timur the Lame's patronage of scholars, artists, and scientists at Samarkand; the extent to which the "Republic of Letters" was a widespread phenomenon; and evidence of cross-cultural communication among scholars and artists
11. Understands what accounts for the success of the Ottoman empire

## **Standard 24.**

**Understands the expansion of states and civilizations in the Americas between 1000 and 1500**

### **Level IV (Grade 9-12)**

1. Understands political, social, and economic features of Aztec society (e.g., the locations and geographic limits of different phases of the Aztec Empire, the role and status of women in Aztec society and how this compares to the Incan and Mayan societies, the complex structure and features of the Aztec city of Tenochtitlan)
2. Understands the significance of the mound centers located in the Mississippi valley, such as the mound center at Cahokia in Illinois
3. Understands gender roles in Caribbean, Mesoamerican, and Andean societies and how these are reflected in images, myths, and individual qualities of their gods
4. Knows the technology (e.g., engineering of roads, bridges, irrigation systems) and urbanism of the Incas (in Cuzco), the Aztecs (in Tenochtitlan), and of North American mound-builders

## **Standard 25.**

**Understands major global trends from 1000 to 1500 CE**

### **Level IV (Grade 9-12)**

1. Understands demographic changes in various regions from 1000 to 1500 CE (e.g., the growth, decline, and recovery of the overall population of Afro-Eurasia; ways in which large demographic swings affected economic, social, and cultural life in various regions)

## **Standard 26.**

Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations

### **Level IV (Grade 9-12)**

2. Understands features of Portuguese overseas trade and exploration (e.g., the goals of the Portuguese trading policy as established by King João II, and his reasons for refusing to finance Columbus' expedition west; the impact of maritime technologies on the quality of Portuguese sailing in the 15th century)
3. Understands significant social, economic, political, and cultural features of European society (particularly Spain and Portugal) that stimulated exploration and conquest overseas
4. Understands the consequences of Portuguese military conflicts and interaction with other cultures (e.g., the origins and consequences of Ottoman-Portuguese military conflicts in the Red Sea, Arabian Sea, and Ethiopia in the early 16th century; the political and economic impact of Portuguese presence on the peoples of West and East Africa in the late 15th and 16th centuries)
5. Understands the consequences of the spread of disease globally and regionally (e.g., which diseases spread through colonization and exploration in the 16th and 17th centuries, how they were spread, and the effects of these diseases on individual societies, world trade, political expansion, and political control; fundamental plantation systems brought to the New World and how these may be connected to the spread of disease on the continents)
6. Understands the effects that knowledge of the peoples, geography, and natural environments of the Americas had on European religious and intellectual life (e.g., through such ideas as the romanticized "noble savage," systems of human classification, natural history, and cartography)
7. Knows the extent of Chinese naval and commercial activities in the Indian Ocean in the 15th century, and understands what these activities reveal about Chinese wealth, technology, and its use of tributes as a means of trade
8. Understands measures that restricted Muslims and Jews in the 15th and 16th centuries (e.g., the moral and religious justifications used by the Spanish for the expulsion of Jews and Muslims from Spain, and possible consequences of the Spanish conquest of Grenada in 1492; how the organization of overseas trades in the Iberian states prohibited Mudehar Muslims, converts, and Jews from settling in the Americas)
9. Understands how various cultures responded to European presence in the 15th and 16th centuries (e.g., how practitioners of free trade along the northern rim of the Indian Ocean responded to European penetration; relations between the church and native populations; Asian responses to European naval encroachments)
10. Knows the dynamics of the encomienda system of colonial government and labor, and how this compares to European manorial systems
11. Knows the routes of exchange of specific flora and fauna (e.g., corn, cassava, sugar; horses, cattle, pigs) throughout the world between the 15th and 18th centuries, and the impact of these exchanges on the world economy

## **Standard 27.**

Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750

### **Level IV (Grade 9-12)**

1. Understands shifts in the European economy, trade, and labor systems in the 16th century (e.g., aspects of manufacturing and production in the 16th century's emerging capitalist economy, developments that affected men's and women's work options in this period, trends in worldwide trade in the 16th century, how the Dutch and English merchant classes established a significant presence in the world market)
2. Understands causes and the major political, social, and economic consequences of the religious wars in Europe in the 16th and 17th centuries, and the legacy of these wars in modern Europe
3. Understands the accomplishments of significant European leaders between the 16th and 18th centuries (e.g., the success of Russian expansion in the Caucasus, Central Asia, and Siberia, and the success of the tsars in transforming the Duchy of Moscow into a Eurasian empire; the life and achievements of Louis XIV, and elements of absolutist power during this period; how Peter the Great and Catherine the Great expanded Russian territory; major achievements in the reigns of Frederick the Great, Catherine the Great, and Joseph II, and which of these leaders displayed the features of an "Enlightened Despot")
4. Understands influences on the spread of scientific ideas and Enlightenment thought (e.g., the importance of royal societies and other international networks in disseminating scientific ideas and methods; how academies, salons, and popular publishing spread Enlightenment thought; how the salons of aristocratic and bourgeois Parisian women influenced French political affairs, and why men eventually created their own salons; how Chinese humanist philosophy influenced the ideas of major Enlightenment writers and thinkers)
5. Understands features of the conflict between religious beliefs and scientific thought during the Scientific Revolution (e.g., the coexistence of the new scientific rationalism in 17th-and 18th-century Europe with traditional learning and rituals; Galileo's ideas about the solar system, and why he hesitated to apply scriptural passages to science-related problems; the fundamental ideas of Descartes' Discourse on Method, and the methods he used to ascertain the "truth")
6. Understands the role of the Enlightenment in shaping European society (e.g., the impact of Europe's growing knowledge of other regions on the development of concepts of universalism, tolerance, and world history; the connection between the Enlightenment and the Scientific Revolution, and arguments supporting the notion that one was dependent upon the other)
7. Understands significant individuals and ideologies that emerged during the Renaissance and Reformation (e.g., the basic arguments in *The Prince* by Machiavelli; works of Renaissance writers and elements of Humanism in these works; individuals and factors that contributed to the revival of Greco-Roman art, architecture, and scholarship; differing ideas on women's roles in the Protestant household; social oppression and conflict in Europe during the Renaissance, as contrasted with humanist principles of the

time)

8. Understands sources of military buildup of the 17th and 18th centuries (e.g., how they compare with the advice of Machiavelli on the use of mercenaries)
9. Understands the complaints, goals, and issues of the Cavaliers and Roundheads in the English Civil War
10. Understands factors that influenced the economic and political development of the Dutch Republic, England, and France (e.g., characteristics of the Dutch Republic that affected commerce and religion, and enabled Amsterdam to gain commercial supremacy over the northern Italian city-states in the late 16th century; factors that led England to develop a Parliamentary government and led to absolutism in France under Louis XIV)

## **Standard 28.**

**Understands how large territorial empires dominated much of Eurasia between the 16th and 18th centuries**

### **Level IV (Grade 9-12)**

1. Understands influences on the Chinese economy and social structure (e.g., the effects of commercialization on social relations among gentry elites, urban merchants, and peasants; how the Chinese central government controlled various aspects of peoples' lives)
2. Understands significant cultural and social features of the Ming Dynasty (e.g., the role of Neo-Confucianism, Buddhism, and Daoism in Ming government and society; how the Ming Dynasty brought cultural unity to China; the imperial examination system in China established under Ming rule)
3. Understands the social, economic, and cultural features of the Ottoman Empire (e.g., how Muslim, Orthodox, Catholic, and Jewish peoples interacted in southeastern Europe under Ottoman rule, the role and legal status of women within the Ottoman Empire, sources of revenue and patterns in state spending in the Ottoman Empire)
4. Understands cultural and religious influences on Mughal social and cultural conditions (e.g., the Indian, Persian, and European influences on Mughal artistic, architectural, literary, and scientific achievements; how Akbar unified diverse cultures and encouraged religious tolerance within his Mughal Empire; the synthesis of Muslim and Hindu influences in art of the Mughal Empire)
5. Understands major political events in the rise and decline of the Ottoman Empire (e.g., the emergence of the Ottomans as a regional and world power between 1450 and 1650, the Ottoman Empire in the context of the Byzantine and Roman Empires, Austrian and Russian responses to Ottoman aggression, significant events in the expansion and recession of the Ottoman Empire from the 15th to the 17th centuries)
6. Understands the origins and development of the Safavid Empire (e.g., how Ismail created the Safavid Empire with the support of Qizilbash nomadic tribesmen; the evolution of Safavid social and political system from the nomadic-warrior years of Ismail to the golden age of Shah Abbas I)
7. Knows similarities and differences between major empires and leaders (e.g., comparisons between the Ottoman, Safavid, and Mughal Empires; differences and similarities in government, military, and religious patterns of the six major Mughal

emperors)

## **Standard 29.**

Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750

### **Level IV (Grade 9-12)**

1. Understands economic and political features of various European colonies between the 16th and 18th centuries (e.g., the administrative system of the Spanish viceroyalties of Peru and Mexico, and the importance of Indian agriculture and silver production to Spanish colonial economy; the fundamental ideas of mercantilism and differences in how it was practiced by the Netherlands, France, and England; diversity in colonial governments, economies, the military, and social organization in European colonies)
2. Knows reasons for the emergence of social hierarchies based on race and gender in both the Iberian Empire and the British colonies in the Americas
3. Understands the development of different African societies (e.g., the development, characteristics, and decline of the Songhay Empire in the 16th century, the regional and international circumstances under which large new states such as Lunda and Buganda emerged in East and Central Africa, the history of the African kingdom of Palmares in Brazil)
4. Understands characteristics of the development of European colonies in the Americas (e.g., the appeal of the Americas for European colonists in the 16th and 17th centuries, why Europeans were able to establish large colonies on these continents, and why they did not assert this type of control in Africa and Asia)
5. Understands possible reasons why Catholics were generally more successful than Protestants in converting non-Europeans between the 16th and 18th centuries
6. Understands the development of different colonial labor systems and their impact on indigenous populations (e.g., the evolution of labor systems from the *encomienda* to the *hacienda* in North and South America from the 16th to the 17th centuries, the impact of the *encomienda* system on indigenous peoples and how it compares to slavery)
7. Understands the "Black Legend," how it helped build opposition toward Spain, and how it illustrates Spain's unique dealings with aboriginal populations
8. Understands how slavery was defined by different groups of people (e.g., key differences between the understanding of "slavery" by Africans and by European settlers in the Americas; how slavery was practiced in ancient, medieval, and early modern societies)
9. Understands how the African slave trade influenced the lives of slaves in the Western Hemisphere (e.g., the institutions, beliefs, and practices of slaves working on plantations in the Western Hemisphere; the history of open slave rebellion and resistance in the Western Hemisphere; how the English and Spanish subdued slave rebellion in their colonies)

## **Standard 30.**

Understands transformations in Asian societies in the era of European expansion



#### **Level IV (Grade 9-12)**

1. Understands the economic and cultural consequences of European involvement in other countries (e.g., the significance of Christian missionary activity in India, Vietnam, and the Philippines, and how people of other religions - Buddhism, Hinduism, and Islam - responded to these efforts; Joseph Francois Dupleix's theory of "divide and rule" in South India for the French, and how this policy affected relations between the British East India Company and Indian peasants; how the French, Dutch, and British attempted to remedy unfavorable trade balances in Asia between 1500 and 1800)
2. Understands the impact of the Seven Years War on the relative power of Britain and France in Asia
3. Knows the events that led to the demise of centralized control by the imperial Mughals and the ascent of Maratha and Sikh power in India
4. Understands the cultural, economic, and social structure of China during the period of European commercial expansion (e.g., cultural and economic achievements of the Chinese during the reigns of the Kangzi and Qianlong emperors; the major differences in the trading policies of the Ming and Manchu, the factors that contributed to these changes, and European products desired by the Chinese; aspects of life of the elite in China; the family and its role in Chinese society)
5. Understands the spread of different religions throughout the world (e.g., the varieties of Buddhism and Hindu practice and teaching that developed in Asia and their influence on social and cultural life; major world religions in the mid-18th century, their relative sizes, and their degrees of success at winning new converts; how the development of Buddhism in Japan compared to that in China)
6. Understands how art, literature, and architecture reflect features of different cultures and religions (e.g., the influence of new currents in both Confucianism and Chinese art, architecture, and literature on cultural life in Korea, Vietnam, and Japan in the 17th and 18th centuries; the role of women in the Bhati movement of the 16th century, as reflected in the poetry of Mirabai; the Islamic and Hindu influences in the poetry of Kabir)
7. Understands Mughal responses to the expansion of European commercial and maritime power in Asia (e.g., Mughal efforts to control the expansion and influence of European trading centers in India, and how these compared to similar efforts by the Chinese and Japanese to regulate foreign trade and influence within their borders; the catalysts behind the military buildup of Emperor Aurazngzeb in 1700 and how he responded to growing maritime strength of the British and French)
8. Understands foreign influences on Japanese and Chinese economies (e.g., the impact of American silver upon the Japanese and Chinese economies between the 16th and 18th centuries, the role the Portuguese and Dutch played in Japanese trade, and why Japan limited trade to the West but not to Asia)

#### **Teaching Methods for Content Area**

**Teaching methods may include but not limited to:**

1. Teacher whole group instruction.
2. Cooperative learning.
3. Peer tutoring.
4. Group work (whole, co-operative, paired).

5. Independent activities.
6. Shared reading.
7. Brainstorming.
8. Journal writing (free writing, drafting, editing).
9. Audio-visual aids.
10. Technology integration.
11. Projects
12. IQ board

## **Assessment:**

There are mainly 2 types of assessment carried out in multiple formats:

### **A. Formative Assessment:**

This includes:

1. Group and individual assigned work.
2. Teacher observation records.
3. Daily quizzes.
4. Practice tests.
5. Journals (quick writes, initial drafts....)
6. Communication in a variety of situations (every pupil response to teacher questioning during instruction).
7. Students' portfolios.

### **B. Summative Assessment:**

This includes both formal and informal methods:

1. Unit/Chapter tests.
2. Quarter finals objective tests.
3. Rubric's-based presentations.
4. Students' portfolios.

## Assessment Scheme

In a student-centered model of education, the student is expected to be the center and an active participant in the learning process. Each classroom period is designed such that it enables the students to understand and apply specific learning objectives which require the use of higher order thinking skills towards the enhancement of their problem solving skills.

However, this cannot be fully achieved without a well-informed process of assessing both teaching and learning that validates students' work, participation, and creativity. Therefore, the teachers will apply an assessment scheme that considers all features of student effort and that places different weights on both learning and teaching assessment.

Table 1

Assessment Tool	Weight	Comment
<b>Conduct</b>	<b>5%</b>	Please see attached weekly calculated rubric.
<b>H.W.</b> ( teaching assessment tool)	<b>15%</b>	H.W. is to be graded for punctuality and presentation (tidiness).
<b>C.W.</b> ( teaching assessment tool)	<b>10%</b>	Please see attached classwork calculated rubric.
<b>Project (+appropriate rubric)</b> ( teaching and learning assessment tool)	<b>15%</b>	Project weight is to be distributed as follows: 5% for research or group work, 5% for meeting deadlines, and 5% for presentation of final product. If no project is assigned/ quarter, 15% will be <b>evenly</b> redistributed over H.W., C.W., and quizzes.
<b>Quizzes</b> (learning assessment tool)	<b>20%</b>	An average of 6 quizzes per quarter is to be assigned.
<b>Quarterly Exams</b> (learning assessment tool)	<b>30%</b>	Only students with medical certificates or travel excuses will be entitled for a make-up exam with provided that they obtain permission from the school principal.  $\frac{\text{Exam Mark}}{\text{Total Exam Mark}} \times 35$ Exam Marks on the e-Connect will be calculated as 30%.
<b>Make-Up Assignments</b> (	<b>Max. of 10%</b>	For those students who would like to improve their grades. (Scheduled on an annual basis)
<b>Bonus Assignments</b>	<b>Max. of 10% marks</b>	Bonus marks are allowed as follows: Maximum of up to 5 marks on Quarter-exam (30%), and a maximum of up to 5 marks on student's effort (70%).
- Classwork/ Conduct Rubrics are to be used per lesson. -All grading should be inputted onto the e-Connect system on a per class basis.		

# Classwork Rubric



Rajda American School

## C.W. RUBRIC

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

QUARTER: \_\_\_\_\_

WEEK: \_\_\_\_\_

LESSON: \_\_\_\_\_

CRITERION	STUDENTS NAMES																			
Work Habits (Always=2, Sometimes=1, Never=0)																				
1. Pays attention and listens carefully.																				
2. Participates effectively in classroom and completes assigned work.																				
3. Keeps books, copybooks, worksheets, and portfolios in order.																				
<b>TOTAL/10</b>	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Punctuality and Conduct (Always=2, Sometimes=1, Never=0)																				
1. Respects teacher and classroom rules and routines.																				
2. Respects classmates and does not disrupt class time.																				
<b>TOTAL/5</b>	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C