



Diocese of Greensburg Curriculum
World History I Grade 9

Unit	Standards	Content	Skills
<p>Ancient River Valley Civilizations</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global</p>	<ul style="list-style-type: none"> • Geographical features of the Nile River Valley. • Three main periods of Egyptian History: • Old Kingdom • Middle Kingdom • New Kingdom. • Critical features, events, and historical personages associated with each Egyptian historical period. • Critical features of Egyptian Civilization. • Geography of Mesopotamia • Hammurabi's Code • Egyptians believed Pharaoh was a god • Akhenaton became Pharaoh Egypt became monotheistic • Mummification • Hieroglyphics • Alexander the Great conquers Egypt • Kushite culture • Meroitic kingdom • Punt, Thebes, Nile River, Red Sea, Mediterranean Sea map • Theocracy • Menes • Ramses II • Geography of the Fertile Crescent • Major features and accomplishments of the Sumerian, Akkadian, Babylonian, Hittite, Assyrian, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the geographical features of existing in the Nile River Valley and the Fertile Crescent that allowed civilization to develop and expand. • Evaluate the Egyptian Kingdom periods to identify the lasting accomplishments of Egyptian civilization. • Define key vocabulary terms and describe the relevant concepts associated with the development of civilization in the Nile River Valley and the Fertile Crescent. • Compare and contrast early writing systems as presented. • Describe early religious beliefs of the civilizations of the Nile River Valley and the Fertile Crescent. • Identify the main events in the early history of the Israelite's. • Analyze key features of Israelite religious beliefs that made Judaism unique and

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	<p>geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p>	<p>Persian, Phoenician, and Israelite civilizations.</p> <ul style="list-style-type: none"> • Sumerian Civilization - hierarchy, Sumerian religion, ziggurat, cuneiform, Epic of Gilgamesh, cuneiform • Akkadian Civilization - accomplishments of Sargon of Akkad (1st known empire) • Babylonian Civilization - Code of Hammurabi, codify, criminal law, civil law, King Nebuchadnezzar • Hittite Civilization - metal working technology (created iron for stronger weapons) • Persian Civilization - tolerance, satrap, barter economy, money economy, Persian religion (Zoroaster) • Phoenician Civilization - colonies, alphabet • Israelite Civilization - Torah, polytheism, monotheism, covenant, Israelite society, the Ten Commandments, patriarchal, prophets, ethics, 	<p>that would later enable it to influence the Judeo-Christian tradition.</p> <ul style="list-style-type: none"> • Measure the growth of technology over of the course of the existence of the civilizations presented between the years 3,200 B.C. - 500 B.C.

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<p>Cultures of Persia, India, and China</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Geography of the Indian Subcontinent • Regions of India; Northern plain, Deccan Plateau, & the Coastal plains. • Monsoons; Summer & Winter seasons • Known history of the Indus Valley Civilization • the cities of Harappa & Mohenjo-Daro • Main theories as to why these cities declined • Known history of the Aryan Civilization • Aryan Society, religious beliefs, expansion, the change from nomads to farmers, and the Epic literature of the Mahabharata and Ramayana • Major beliefs of Hinduism and Buddhism • Concept of God/Gods, sacred texts, goal of life, karma, dharma, Brahmins, and the four noble truths. • Differences and similarities between Hinduism & Buddhism • The Caste System • The Silk Road map • Chinese and Indian trade • Medicine in China and India • 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and describe the main geographical features of the Indian Subcontinent. • Analyze the known history of the early Indus Valley and Aryan civilizations as presented. • Evaluate the main theories established by archaeologists for the disappearance of the ancient cities of Harappa & Mohenjo-Daro. • List and describe the major beliefs of Hinduism and Buddhism • Compare and contrast the major beliefs of Hinduism and Buddhism • Analyze the critical attributes of the Caste System and evaluate it as an efficient system to manage a society. • Compare and contrast the Caste System to contemporary systems of societal management. • Define key vocabulary terms as presented. • Identify and describe the contributions of important personages relevant to the development of Indian

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<p>Early Greek Civilization</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Spartan Society • Helots • Athena • Apollo • Ares • Hera • Draco • Solon • Cleisthenes • Peisistratus • Darius • Ionia • Macedonia • Iliad and Odyssey • Dionysus • Aristophanes • The Peloponnesian War • Delian League • Epicureans • Eratosthenes • Socratic method • Hoplites • Polis • Aristotle • Stoics • Plato • Sappho • Mycenaean • Minoans • Agora • Dictatorship • Persian Wars • Homer • Euripides • Phillip II • Solon • Hellenistic • Greek Mythology 	<p>Students will be able to:</p> <p>Demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by:</p> <ul style="list-style-type: none"> • Assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies; • Describing Greek mythology and religion; • Identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta; • Devaluating the significance of the Persian and Peloponnesian wars; • Characterizing life in Athens during the Golden Age of Pericles; • Citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle; • Explaining the conquest of Greece by Macedonia and the

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<p>Ancient Rome & the Rise of Christianity</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Plebeians • Patricians • Law of Twelve Tables • First Punic War • Second Punic War • Third Punic War • Carthage • Hannibal • Octavian • First Citizen • Augustus • Pax Romana • Forum • Capitoline Hill • Palatine • Pont du Gard • Colosseum • Circus Maximus • Judaism • Paul of Tarsus • Diocletian • Good Emperors • Inflation • Tribunes • Consuls • Magistrates • Gracchi Brothers • Triumvirate • Paterfamilias • Messiah • Bishops • Barbarian Invasions • Attila the Hun • The Huns • Alaric • Odoacer • Julius Caesar • Cincinnatus • Augustan Age • Constantine 	<p>Students will be able to: Demonstrate knowledge of ancient Rome from about 700 b.c. (b.c.e.) to 500 a.d. (c.e.) in terms of its impact on Western civilization by:</p> <ul style="list-style-type: none"> • Assessing the influence of geography on Roman economic, social, and political development; • Describing Roman mythology and religion; • Explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic; • Sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas; • Assessing the impact of military conquests on the army, economy, and social structure of Rome; • Assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs; • Explaining the economic, social, and

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<p>The Byzantine Empire and Early Russia</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Byzantine Empire • Influences of Greek Culture • The Rus • Cyril and Methodius • Cyrillic Alphabet • Mongols • Alexander Nevsky • Teutonic Knights • Kievan Rus • Augustine of Hippo • Christendom • The City of God • Monasticism • Roman Catholic Church • Mosaic • Justinian's' Code • Benedictine Code • Theodora • Belisarius • Icons • Gregory the Great • Alfred the Great • Hagia Sophia • Justinian • Ottoman Turks • Istanbul • Grad Duke Vladimir • The Franks • Clovis • Anglo-Saxons 	<p>Students will be able to: Demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 a.d. (c.e.) by:</p> <ul style="list-style-type: none"> • Explaining the establishment of Constantinople as the capital of the Eastern Roman Empire; • Identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy; • Characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions; • Explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; • Mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

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<p>Emergence of the Islamic World</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Mohammad • Kaaba • Mecca • Umayyad • Abbasids • Translation of Greek into Arabic • Calligraphy • Quran • Spread of Islam map • Five Pillars of Islam • Hadith • Hegira • Astrolabe • Sharia • Sufi • Sunni • Jihad • Bedouins • Muslims • Shia • Caliphate • Omar Khayyam • Rubaiyat 	<p>Students will be able to: Demonstrate knowledge of Islamic civilization from about 600 to 1000 a.d. (c.e.) by</p> <ul style="list-style-type: none"> • Describing the origin, beliefs, traditions, customs, and spread of Islam; • Assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; • Identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours; • Citing cultural and scientific contributions and achievements of Islamic civilization.

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<p>The Middle Ages</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Charlemagne • Education/Reading/Writing • King Alfred • King Otto • Magyars • Feudal Society • Moors • Iberian Peninsula • Reconquista • Christian Europe • Papal Authority • Fealty • Carolingians • Hugh Capet • Fief • Norsemen • Domesday Book • Vassal • Benedictine Rule • Leo IX • Papal States • Barons • Counts • Leif Eriksson • Vikings • Vassals • Serfs • Parliament • Pontificate 	<p>Students will be able to:</p> <p>Demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 a.d. (c.e.) in terms of its impact on Western civilization by:</p> <ul style="list-style-type: none"> • Sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe; • Analyze the structure of feudal society and its economic, social, and political effects; • Explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire; • Sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings. • Describe the causes and effects of the Crusades. • Identify the causes and effects of the Hundred Years' War.

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<p>Early Africa, the Americas, and the East Hemisphere</p>	<p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p>	<ul style="list-style-type: none"> • Occidental • Oriental • Complex Societies of the Asia • Japan • regional trade • economic interdependence • Shintoism • Buddhism • African Kingdoms • Complex Societies of the Americas • Mayan Empire • Aztec Empire • Incan Empire • Division of labor • Complex Societies of Africa • Ghana Empire • Mali Empire • Songhai Empire • Kingdoms of the Axum and Zimbabwe • Complex Nation States of Europe • England • France • Spain • Russia • Crusades • Mongol conquests • The fall of Constantinople • Black Death • Bubonic plague • Transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. 	<p>Student will be able to:</p> <p>Demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by</p> <ul style="list-style-type: none"> • Locating major trade routes; • Identifying technological advances and transfers, networks of economic interdependence, and cultural interactions; • Describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture; • Describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion. • Demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Inca Empires. • Describe geographic relationships, with emphasis on patterns of development in

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Atlas Version 9.5

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