

SOCIAL STUDIES

Essential Discipline Goals

Demonstrate commitment to human dignity, justice, and democratic process.
Work cooperatively and accept group decisions while respecting individual rights.
Develop a common culture.

ANCIENT AND MEDIEVAL HISTORY – GRADES 10-12

SS.AMH.05 Methods and Materials

Students will investigate what tools are available for the study of the human past. They will study evidence for human existence and interactions; they will also analyze the advantages and limitations of each historical skill.

- SS.AMH.05.01 Oral Traditions - Examine creation stories from various cultures and interpret oral traditions from ancient cultures.
- SS.AMH.05.01.a Content to achieve these indicators should include but is not limited to: *Genesis* 1:1-2, the *Rig Veda* “Creation Hymn”, Hesiod’s *Works and Days*, the *Koran* (does not provide a unified description of creation; instead, fragmented passages are scattered across many of its 114 chapters or *Sura*).
- SS.AMH.05.02 Chronicles - Recognize that chronicles recall events but do not attempt to analyze them – chronicles are timelines.
- SS.AMH.05.02.a Content to achieve these indicators should include but is not limited to: I Kings 1-2; Homer’s *Iliad*, Book 2: the “Catalog of Ships”; Thucydides 1: 21-22.
- SS.AMH.05.03 History - Understand that history is the attempt to approach the truth through exploration and analysis (from the Greek *historia*) and apply basic historical methodology: internal criticism, external criticism, primary and secondary sources, provenance of an artifact.
- SS.AMH.05.03.a Content to achieve these indicators should include but is not limited to: Herodotus’ *Histories* 1:1; Thucydides’ *Peloponnesian War: 1:21-22*.
- SS.AMH.05.04 Archaeology - Describe the basic processes of recovering archaeological data and how to classify and interpret artifacts from the past and evaluate the advantages and limitations of the discipline; examine the nature of evidence and analyze how we know what we know.
- SS.AMH.05.04.a Content to achieve these indicators should include but is not limited to: “Manipulation and Interpretation of Artifacts” lesson.

SS.AMH.10 Early Humans

What evidence can be found for the existence of prehistoric humanity? Where is that evidence found and how much can it be relied upon to build a coherent picture of early humankind?

- SS.AMH.10.01 Hominids - Examine the evidence for early mankind.
- SS.AMH.10.01.a Content to achieve these indicators should include but is not limited to: Lucy (Leakey’s discovery), Australopithecine, Homo Erectus, Neanderthals, and Homo Sapiens.
- SS.AMH.10.02 Human Diaspora - Trace the migration patterns of humankind out of Africa and across the globe.
- SS.AMH.10.2.a Content to achieve these indicators should include but is not limited to: archaeological evidence, DNA evidence, the use of stone tool making as a technological advance, the ways archaeologists use stone tools to differentiate between cultures, the development of realistic representative art as the first signs of culture.
- SS.AMH.10.03 Neolithic Revolution - Examine the development of farming and animal husbandry.
- SS.AMH.10.03.a Content to achieve these indicators should include but is not limited to: domesticated crops and animals, agricultural implements and methods, irrigation, seed saving, and the preservation of foodstuffs.

SS.AMH.15 River Valley and Pre-Columbian Cultures

Civilizations require four key elements in order to exist: agricultural surplus, specialization, organization – and water. Students will examine the evidence from five early societies in order to determine how they were organized and whether or not the four key elements are, indeed, present in every civilization. Students will apply the methods and materials skills that were presented in the first unit.

- SS.AMH.15.01 Mesopotamia - Trace the development of the civilization that rose in the area between the Tigris and Euphrates rivers.
- SS.AMH.15.01.a Content to achieve these indicators should include but is not limited to: Sumer, Akkad, Sargon, first Babylonian Empire, *Gilgamesh*, cuneiform writing, trade, beer, pottery, Code of Hammurabi (first written law).
- SS.AMH.15.02 Eastern Empires - Investigate the rise and fall of the series of empires within the Fertile Crescent.
- SS.AMH.15.02.a Content to achieve these indicators should include but is not limited to: Assyrians, Neo-Babylonians (Chaldeans), Persians.
- SS.AMH.15.03 Hebrews - Analyze the Hebraic culture that developed in the Levantine region.
- SS.AMH.15.03.a Content to achieve these indicators should include but is not limited to: Hebrews, Israelites, David, Solomon, Babylonian Exile, Ramses II, Moses, Torah, development of Judaism.
- SS.AMH.15.04 Indus Valley - Trace the development of the Harrapan civilization that rose in the area along the Indus River.
- SS.AMH.15.04.a Content to achieve these indicators should include but is not limited to: Harrapans, Aryans, topography of the area, *Bhagavad-Gita*, archaeological examination of the sites, Sanscrit, clay disks and seals for identification, evidence for the beginnings of a caste system, trade with Mesopotamia, traces of Harrapan culture that exist in Hindu culture.
- SS.AMH.15.05 Egypt - Trace the development of the African civilization that rose in the area along the Nile River and the rise of civilization and power in Egypt.
- SS.AMH.15.05.a Content to achieve these indicators should include but is not limited to: Archaic Period, Pyramid Age or Old Kingdom, theocratic role of the pharaoh, mummification of the dead, Egyptian *Book of the Dead*, architecture.
 - SS.AMH.15.05.b Content to achieve these indicators should include but is not limited to: Middle Kingdom, New Kingdom, Late period, Akhenaton, Ramesses, temple complexes.
- SS.AMH.15.06 Yellow River - Trace the development of the Asian civilization that rose in the area along the Yellow River.
- SS.AMH.15.06.a Content to achieve these indicators should include but is not limited to: Three Cultural Heroes (Fu Hsi, Shen Nung, the Yellow Emperor), Taoist philosophy (compare Genesis 3), Three Sage Kings (Yao, Shun, Yu), Hsia dynasty, Shang dynasty, Chou dynasty.
- SS.AMH.15.07 The Ancient Metaphysical World - Ponder the global rise of critical thought concerning the nature and meaning of existence and the human condition.
- SS.AMH.15.07.a Content to achieve these indicators should include but is not limited to: Zoroaster, Buddha, Confucius, Pythagoras, the Pre-Socratics, Lao Tsu.
- SS.AMH.15.08 Mesoamerica - Trace the development of the Pueblo, Mayan, Incan, and Aztec civilization that rose in Mesoamerica and discover what caused archaeologists to question and reconsider the theory that river valleys were a necessary factor in the development of early cultures.
- SS.AMH.15.08.a Content to achieve these indicators should include but is not limited to: irrigation, terracing, reservoirs, rain forests, war, religion, slavery, and theocratic social organization.

SS.AMH.20 Ancient Mideastern World

The Ancient Near East (*circa* 1500-1200 BCE) was a period of turmoil and migration linking the earlier literate cultures with the better-documented era of the classical world. In this unit students will examine the effect of the volcanic eruption of Santorini on society and consider the subsequent social upheavals caused by the depredations of both coastal and inland-based insurgents that led to the growth of new alignments and civilizations.

- SS.AMH.20.01 Period of Upheaval - Evaluate the link between the effect of climate and geology on society.
 - SS.AMH.20.01.a Content to achieve these indicators should include but is not limited to: map of Mediterranean showing the Cyclades, Santorini / Thera, Atlantis theories, Hyksos, horses, Sea Peoples [Philistines], lapiths and centaurs.
- SS.AMH.20.05 Phoenicians - Analyze the Phoenician culture that developed in the Levantine region and examine its influence on trade and exploration.
 - SS.AMH.20.05.a Content to achieve these indicators should include but is not limited to: the exploration and colonization of coastal Africa, Carthage, Iberian Peninsula, trade and the development of the alphabet.

SS.AMH.25 The Greek World

In studying the Greek world, we examine a seminal epoch in western culture and society. Within this unit students will investigate the birth and growth of recognizable political structures. They will discover the basis for the organization of human thought in philosophy, history, mathematics, science, art, architecture, theatre, and literature.

- SS.AMH.25.01 Minoans - Examine the society that developed on Minoan Crete and eventually dominated Eastern Mediterranean trade.
 - SS.AMH.25.01.a Content to achieve these indicators should include but is not limited to: Minos, Minoan Crete, Daedalus and Icarus, Theseus Heracles.
- SS.AMH.25.02 Mycenaeans - Describe the last phase of the Bronze Age: Homer and the beginnings of a self-conscious culture.
 - SS.AMH.25.02.a Content to achieve these indicators should include but is not limited to: Homer, *Iliad*, *Odyssey*, Dorian migration, Trojan War, “palace system” instead of city-states.
- SS.AMH.25.03 Archaic Greece - Analyze the economic and geographic growth of the Greek World in order to comprehend the movement from the individual palace culture of Mycenaean Greece to the class-based culture of the Hoplite state, including the growth of tyrants and the notion of military virtue.
 - SS.AMH.25.03.a Content to achieve these indicators should include but is not limited to: Sparta and the hoplite mentality, Lycurgus and the foundation of Sparta, Tyrtaios (espousal of Spartan virtue – virtue is service to your state), Thermopylae (demonstration of Spartan virtue in practice), Leonidas (the perfect Spartan sums up what it means to be Spartan – a bridge between Archaic and Classical Greece), agogue (ref. Synagogue), Spartan marriage customs, growth of the polis as a political entity, subjugation of the helots (allows Spartans to become the sole professional army in Greece), rise of tyrants -- Peisistratus, Lysander (first Greek to be worshipped as a god in his lifetime), Helots
- SS.AMH.25.04 Classical Greece - Investigate, analyze, and evaluate the contributions made to the development of civilization by fifth century Greece.
 - SS.AMH.25.04.a Content to achieve these indicators should include but is not limited to: Athens, democracy, Ionian revolt, Phidippides, Miltiades, battle of Marathon, hoplite tactics, Darius, Persepolis, Xerxes, Delian League, Pericles, Persian Wars, Peloponnesian Wars, Lysander, Cleisthenes’ reforms, Delphic Oracle, schools of Philosophy (Socrates, Aristotle, Plato), Greek religion, drama (Sophocles, Aeschylus, Euripides), birth of History (Herodotus, Thucydides), architecture (three classical order, Parthenon, Acropolis, proportion), Draco, Solon, Thetes.
- SS.AMH.25.05 Hellenistic World - Illustrate and assess the overlay of Greek civilization and culture onto the areas of the world conquered by Alexander the Great and his successors.
 - SS.AMH.25.05.a Content to achieve these indicators should include but is not limited to: Phillip of Macedon, Alexander, Ptolemaic Egypt, Persia, and Alexandria in Egypt.

SS.AMH.30 The Roman World

Students will analyze and examine the stories and evidence concerning the foundation and growth of regal and early republican Rome; Re-examine the nature and structure of Roman republican government, in theory and reality; consider the frailties inherent in the structure of the republic and its subsequent change into the Principate and empire; and examine the Romanization of the conquered peoples of the empire and the reasons for the eventual disintegration of the Western Roman Empire.

- SS.AMH.30.01 Early Rome - Trace various sources relating to the earliest foundation and development of Early Rome.
- SS.AMH.30.01.a Content to achieve these indicators should include but is not limited to: Etruscans, Romulus and Remus, Aeneas & pizza, kings, Tarquinius Superbus, Cincinnatus, Rape of Lucretia, and Polybius.
- SS.AMH.30.02 Roman Republic - Examine the growth, development, and organization of the Roman Republic.
- SS.AMH.30.02.a Content to achieve these indicators should include but is not limited to: structure of the government of the Roman republic, the republican ideal as expressed in the story of Cincinnatus, the analysis of the republic by the historian Polybius. Assess the expansion of the Roman republic through warfare including the Punic Wars.
- SS.AMH.30.03 The Fall of the Republic - Explain the reasons for the fall of the Roman Republic.
- SS.AMH.30.03.a Content to achieve these indicators should include but is not limited to: Sulla, Julius Caesar, Pompey, Crassus, the Gracchi, Marius and his reforms, the first and second triumvirates, Roman, Egypt, Antony, Cleopatra, Octavian/Augustus.
- SS.AMH.30.04 Augustan Principate - Discover how the nature of power was or was not disguised and made palatable for Roman citizens by Augustus and his immediate successors up to and including Nero.
- SS.AMH.30.04.a Content to achieve these indicators should include but is not limited to: Augustus Caesar, building programs, *Res Gestae Divi Augusti* ("things done by the god Augustus"), Tiberius, Caligula, Claudius, and Nero
- SS.AMH.30.05 Roman Empire and the *Pax Romana* - Recognize how the Roman Empire's influence spread a single homogenous culture over a large area both geographically and temporally.
- SS.AMH.30.05.a Content to achieve these indicators should include but is not limited to: literature, art, Coliseum, engineering, Vergil's *Aeneid*, Stoicism, Marcus Aurelius' *Meditations*, Paul of Tarsus (travels, travails, and rights as a Roman citizen).
- SS.AMH.30.06 Later Emperors - Assess how the lives and policies of the Roman Emperors subsequent to Trajan affected their subjects and the stability and effectiveness of the Roman Polity.
- SS.AMH.30.06.a Content to achieve these indicators should include but is not limited to: reorganization of empire and the "New Rome" in the east, Suetonius, 3rd century crisis, Diocletian, Constantine.
- SS.AMH.30.07 Religions in the Roman Empire - Examine the diversity of belief that existed within the Roman Empire.
- SS.AMH.30.07.a Content to achieve these indicators should include but is not limited to: define the word *paganism*, traditional polytheism, mystery religions, Judaism, Jewish Diaspora, Constantine, Gospel of Mark emergence of Catholic culture, persecution of Christians, Council of Nicaea.
- SS.AMH.30.08 Germanic Diaspora - Trace the movements, nature, and unification of Germanic tribes throughout Europe.
- SS.AMH.30.08.a Content to achieve these indicators should include but is not limited to: Teutones, Cimbri, Franks, Allimanni, Goths, *inter alia*, and the Hunnic threat that lay behind their migration.
- SS.AMH.30.09 Disintegration of the Western Empire - Recognize that the Roman Empire did not fall but eroded as a result of both internal and external pressures.
- SS.AMH.30.09.a Content to achieve these indicators should include but is not limited to: plague, invasions, civil war, economic collapse, Romulus Augustulus, sack of Rome 410 C.E., 396 C.E. Battle of Adrianople, Arthurian Britain.

SS.AMH.35 Early Medieval Period

This section will examine the metaphysical and historical dynamic which followed the collapse of the Western Roman Empire.

- SS.AMH.35.01 Byzantium and the Eastern Empire - Trace the continuity and change of the Christian Roman polity as its center and capital changed from Rome to Byzantium; examine how religious controversy created conflicts and schisms, paving the way for the acceptance of Islam.
 - SS.AMH.35.01.a Content to achieve these indicators should include but is not limited to: imperialism, Justinian, Theodora, Belisarius, reconquest of Italy, Vikings, Rus, Varangian Guards, Byzantine Orthodoxy, heresy, and rise of the Turks.
- SS.AMH.35.02 Development of Islam - Describe the life and teachings of Muhammad and spread of Islam.
 - SS.AMH.35.02.a Content to achieve these indicators should include but is not limited to: Muhammad, Mecca, spread of Islam, Shiite, Sunni, Caliph of Baghdad, Islamic Spain, Charles Martel and the battle of Tours, *Qur'an/Koran*.
- SS.AMH.35.03 Germanic Kingdoms - Map the spread of Germanic tribes and subsequent kingdoms in Eurasia and Africa.
 - SS.AMH.35.03.a Content to achieve these indicators should include but is not limited to: Christian church as carrier of western culture, the persistence of urban areas around cathedrals and sacred sites.
- SS.AMH.35.04 Charlemagne - Trace the rise of Frankish power culminating in Charlemagne's elevation as emperor of the Holy Roman Empire and analyze the rebirth of the civilized world.
 - SS.AMH.35.04.a Content to achieve these indicators should include but is not limited to: Franks, Carolingian renaissance, Holy Roman Empire, power of the Papacy, coronation of Charlemagne, St. Augustine of Hippo's *Duties of a Christian Ruler*, Romans 13, Donations of Constantine hoax.
- SS.AMH.35.05 Anglo-Saxons - Analyze the rise of Anglo-Saxon power culminating in the domination, acculturation, and unification of the English.
 - SS.AMH.35.05.a Content to achieve these indicators should include but is not limited to: Pope Gregory the Great, sending of St. Augustine to England, Offa and Mercia, Norse incursions, explorations and settlement, Alfred the Great and Danelaw, administrative structure of government, written documents, seats of government.

SS.AMH.40 Late Medieval Period (1066 CE)

This unit considers the Norman conquest of England and the resulting expression of idealistic feudalism as embodied in the Domesday Book. Students examine the growth of trade and individual rights as exemplified in the Magna Carta and prepare for the study of the Renaissance, the Reformation, the Age of Exploration, and the beginnings of the Modern World.

- SS.AMH.40.01 Normans - Trace the causes and effects of the Norman (Norse) invasion of England in 1066.
 - SS.AMH.40.01.a Content to achieve these indicators should include but is not limited to: Harold Godwinson, William the Conqueror, Norman Conquest, Bayeux Tapestry, Domesday Book, Henry II of England and Thomas a Becket, Eleanor of Aquitaine and Courts of Love, chivalry, knights, Richard I of England, John of England, Magna Carta.
- SS.AMH.40.02 Feudalism - Delineate the roles and the social structure of the feudal system by describing the roles and duties of nobles, knights, peasants and priests within medieval society.
 - SS.AMH.40.02.a Content to achieve these indicators should include but is not limited to: lords, vassals, fiefs, manorialism, desmenes, tenancies, serfdom, knights, chivalric code, romances, tournaments, role of women (e.g. Empress Matilda, Eleanor of Aquitaine, Anna Comnena).
- SS.AMH.40.03 Growth of Trade and Towns - Examine the reasons and the processes by which Italian towns such as Venice and Genoa profited by trade with the East. Investigate the growth of organized guilds and the growing roles of towns and trades in the late Medieval Age.
 - SS.AMH.40.03.a Content to achieve these indicators should include but is not limited to: Venice (seeds of exploration), Genoa (shipbuilding), Florence (seeds of the Renaissance), guilds, and growth of urbanization.
- SS.AMH.40.04 The Catholic Church and the Papacy - Trace the growing secular power of the Catholic Church and examine how it could come into conflict with the power of the secular government.

- SS.AMH.40.04.a Content to achieve these indicators should include but is not limited to: monasteries and convents, monasticism, *Rule of St. Benedict*, and other later monastic reforms, St. Francis of Assisi (seeds of Reformation), mendicant orders, Avignon, antipopes, Investiture Controversy, heresies, inquisitions.
- SS.AMH.40.05 Intellectual and Vernacular Traditions - Examine late medieval education as a prelude to the Renaissance.
 - SS.AMH.40.05.a Content to achieve these indicators should include but is not limited to: economic and geographic expansion of cities, scholasticism and logical reasoning, Thomas Aquinas and the Christian interpretation of Aristotelian empiricism. Trace the movement from monastic schools to universities (Paris, Oxford, Bologna).
- SS.AMH.40.06 Architecture and Art - Sketch, arrange, and define the development of art and architecture throughout the period of the middle Ages. Analyze the influences and innovations, which made these developments possible.
 - SS.AMH.40.06.a Content to achieve these indicators should include but is not limited to: Romanesque, Gothic, Roman Basilicas, flying buttresses, arches, glass windows, grotesques and gargoyles, religious art, symbolic art, church sculpture, castles.
- SS.AMH.40.07 Crusades and other wars - Examine the reasons for and assess the success of the first four crusades.
 - SS.AMH.40.07.a Content to achieve these indicators should include but is not limited to: pilgrimages, Crusades (I, II, III, IV), the Hundred Years' War, Saladin, Holy Land.

SS.AMH.45 The Crisis of Late Medieval Europe

In this unit, students will examine the widespread famines, prolonged wars, and plagues that made Europe's late medieval period one of the most harrowing times in recorded history. Students consider whether the calamities of the Late Medieval Period were a result of overall societal and governmental failure, or whether the period was tumultuous and stressful but necessary for the continued growth of civilization.

- SS.AMH.45.01 Black Death - Demonstrate an understanding of the effect of the bubonic plague on both individuals and society.
 - SS.AMH.45.01.a Content to achieve these indicators should include but is not limited to: religion and magic, nursery rhyme, bubonic plague, Peasants' Revolt, flagellant cults, and economic and social upheaval resulting from the pandemic.
- SS.AMH.45.02 Fall of Constantinople - Examine the causes and consequences of the final collapse of the Roman empire in 1453 CE.
 - SS.AMH.45.02.a Content to achieve these indicators should include but is not limited to: The rise of the Turks, the Latin conquest of Constantinople as the result of the fourth crusade, the ascendancy of Venice and Genoa as trading powers, Mahmud the Destroyer and the capture of Constantinople of 1453. Growing competition for trade between European nations leading to the Age of Exploration.
- SS.AMH.45.03 Rediscovery of the Classical World - Diagnose the reasons and events that led to the Renaissance.
 - SS.AMH.45.03.a Content to achieve these indicators should include but is not limited to: Fall of Constantinople, the influx of refugees from the Greek World, the invention of new technology (i.e. printing) the spread of enlightened analysis from the Greek, Roman and Arabic worlds: a world ready for rebirth (Renaissance).

SS.AMH.50 Global Humanity

In this unit, students will examine the Pre-Columbian non-European Civilizations of the world. The unit will examine the characteristics (Religion, Political, Social, and Economic) of the civilizations in an attempt to discover both common and unique features of each. Societies to be analyzed include, but are not limited to North American Indians, Tasmanian Aborigines, Kingdom of Ghana, and others. This unit overly links with the Age of Exploration in the MWH curriculum

SS.AMH.50.1 The Ottoman Empire

SS.AMH.10.1a Content to achieve these indicators should include but is not limited to: The nature of Ottoman rule in the 15th century. Ottoman Trade with Asia, Africa and Europe.

SS.AMH.50.2 Ming Dynasty in China.

SS.AMH.50.2a Content to achieve these indicators should include but is not limited to: How the Ming Dynasty came to power in China. The achievements of the Ming dynasty, including the strengthening of the north and the transfer of the capital to Beijing. Society and the individual in the Ming Dynasty. Art under the Ming dynasty

SS.AMH.50.3 Shogun domination in Japan

SS.AMH.50.3a Content to achieve these indicators should include but is not limited to: Nature of Shogun rule. The role and nature of the Imperial Office. Society and the individual in 15th Century Japan.

SS.AMH.50.4 Aztec Civilization in Central America

SS.AMH.50.4a Content to achieve these indicators should include but is not limited to: The role of Society and the individual in the Aztec Empire, the role of religion and practices of the Aztec people, the technological advances and triumphs of the capital city of Tenochtitlan.

SS.AMH.50.5 Mayan Civilization in South America

SS.AMH.50.5a Content to achieve these indicators should include but is not limited to: The role of Society and the individual in the Mayan Empire, the technological advances of the society, the structure and organization of Mayan cities, and the development and expansion of Mayan trade.

SS.AMH.50.6 Empires and States of West Africa

SS.AMH.50.6a Content to achieve these indicators should include but is not limited to: The Empires of Ghana, Mali and Songhai and their economic basis. The nature of the city of Timbuktu and its status as a center of religion and learning. Society and the individual in west Africa in the 15th Century.