
Social Studies: Grade 9

World History: Civilizations

The students will examine the social, cultural and technological changes that occurred in Europe, Africa, and Asia in the beginnings of human society through 1500 C.E. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the political, economic, social, and cultural development of Europe which influenced the rise of Western Civilization 500 to 1500 and the origins and accomplishments of the Renaissance period.

Social Studies Content Standards (SS):

Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.

- Standard: 9SS1: Students examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.**
- Components: 9SS1.a:** Trace the approximate chronology and territorial range of early communities, and analyze the processes that led to their development.
- 9SS1.b:** Analyze and compare how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions.
- 9SS1.c:** Evaluate the types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement, and cultural development.
- 9SS1.d:** Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.
Examples: Catal Hayuk and Jericho
- Standard: 9SS2: Students examine the characteristics of early civilizations including those of Egypt, Mesopotamia, the Indus River Valley, and China, from 4000 to 1000 B.C.E.**
- Components: 9SS2.a:** Explain the criteria that have been used to define the idea of civilization and compare the key differences between civilizations and other forms of social organization.
- 9SS2.b:** Compare causes and conditions by which civilizations developed in Egypt, Southwest Asia and the Eastern Mediterranean region, India, and China, and explain why the emergence of these civilizations was a decisive transformation in human history.
- 9SS2.c:** Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems

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upon ancient governmental systems, including analysis of the importance of Judaism.

9SS2.d: Construct a timeline of main events on the origin and early development of civilizations in Mesopotamia, Egypt, the Indus River Valley, and China.

9SS2.e: Explain relationships in early civilizations, including those in Egypt or China, between the development of state authority and the growth of aristocratic power, taxation systems, and institutions of coerced labor including slavery

Standard: **9SS3: Students examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.**

Components: **9SS3.a: Greek Civilization**

Trace the origins of Cretan civilization and its impact on later civilizations on the Greek mainland.

9SS3.b: Describe the institutions and traditions of the Greek city-based republics, their influence on the lives of citizens and other residents, and their impact on the development of democratic and republican forms of government.

9SS3.c: Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture, and the arts and their impact on various peoples and places in subsequent periods of world history.

9SS3.d: Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and the consequences of the wars for Greek civilization.

9SS3.e: Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War.

9SS3.f: Describe the rise of Alexander the Great to power, the development and demise of his empire, and his legacy.

Roman Civilization

9SS3.g: Trace the origins of the Etruscan civilization and its impact upon Roman civilization, as well as the influence of the Greeks upon the Romans.

9SS3.h: Describe Roman Republican government and society, and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire.

9SS3.i: Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history.

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- 9SS3.j:** Explain the origins of Christianity, the lives and teachings of Jesus and Paul and the relationships of early Christians with officials of the Roman Empire.
- 9SS3.k:** Analyze the causes, conditions, and consequences of the spread of Christianity throughout the Roman Empire, and the Policies of Emperor Constantine the Great.
- 9SS3.l:** Explain the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.

Standard: **9SS4: Students will trace the development and impact of major civilizations, states, and empires in different regions of Asia from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS4.a:** Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka.
- 9SS4.b:** Use various primary and secondary sources to examine, interpret, and compare the main ideas of Hinduism and Buddhism, and explain their influence on civilization in India.
- 9SS4.c:** Explain how Buddhism spread and influenced peoples and their cultures in Ceylon, Central Asia, and East Asia.
- 9SS4.d:** Trace the development and major achievements of Chinese civilization during various key dynasties, such as the Zhou, Qin, Han, Tang, and Song.
- 9SS4.e:** Describe the life of Confucius; ,compare the fundamental Teachings of Confucianism and Taoism;, and explain the influence of these ideas on Chinese civilization.
- 9SS4.f:** Trace the origins and development of Japanese society and the imperial state in Japan.
- 9SS4.g:** Describe the life of Muhammad, fundamental teachings of Islam, and the connections of Islam to Judaism and Christianity.
- 9SS4.h:** Trace the extent and consequences of Islam’s spread in Asia and the Mediterranean region, including North Africa and Europe’s Iberian Peninsula.
- 9SS4.i:** Explain how the community of Muslims (believers in Islam) became divided into Sunnis and Shi’ites and the long-term consequences of that division.
- 9SS4.j:** Evaluate the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of Genghis Khan in the context of Mongol society and his impact on

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Eurasian history.

Standard: **9SS5: Students will trace the development and impact of major civilizations, states, and empires in different regions of Africa from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS5.a:** Trace the rise and fall of the ancient east African kingdoms of Kush, Axum, and the development of Ethiopia.
- 9SS5.b:** Trace the rise and fall of the ancient kingdom of Ghana and how it became Africa's first large empire.
- 9SS5.c:** Trace the rise, development, and decline of Mali and Songhai.
- 9SS5.d:** Explain the origins and development of the slave trade in Africa, and its connections to Arabic peoples of North Africa, Southwest Asia, and Western Europe.

Standard: **9SS6: Students will trace the development and impact of major civilizations, states, and empires in different regions of the Americas from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS6.a:** Describe the origins and importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas.
- 9SS6.b:** Compare and contrast the Maya, Aztec, and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces, and imperial expansion.

Standard: **9SS7: Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1000.**

- Components:** **9SS7.a:** Analyze the collapse of the Roman Empire and its impact on Western Europe.
- 9SS7.b:** Evaluate the importance of Christian monasteries and convents as centers of education, political power, economic productivity, and commercial life, and describe their roles in spreading the Christian religion and civilization throughout Western and Central Europe.
- 9SS7.c:** Describe how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.
- 9SS7.d:** Explain the rise and achievements of Charlemagne and the Empire of the Franks and explain how the idea of Christendom influenced the development of cultural unity in Europe.
- 9SS7.e:** Define feudalism and the manorial system, and explain their impact upon European civilization.

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9SS7.f: Evaluate the impact of technological developments in agriculture and the growth of towns, guilds, and banking during the Middle Ages.

Standard: **9SS8:** **Students will examine the political, economic, social, religious, and cultural development of Europe, which influenced the rise of Western Civilization from 1000 to 1500.**

Components: **9SS8.a:** Evaluate the success of the Latin and Greek churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.

9SS8.b: Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity.

9SS8.c: Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.

Standard: **9SS9:** **Trace the rise, achievements, decline and demise of the Byzantine Empire, the relationships of Byzantine and Western Civilizations, the conquest of Constantinople by the Turks in 1453, and analyze the impact on European peoples of the Turkish (Ottoman) Empire.**

Components: **9SS8.a:** Interpret maps and timelines depicting major events in medieval Europe, which were related to the rise of Western Civilization.

9SS8.b: Analyze the origins, accomplishments and geographic diffusion of the Renaissance.
Examples: rise of humanism, new ways of disseminating information, advances in the arts, science, mathematics, cartography, engineering, and the understanding of anatomy and astronomy

Social Studies Skills (SSK):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade nine. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

Skills: **9SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

9SSK2: Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.

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- 9SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- 9SSK4:** Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- 9SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 9SSK6:** Students identify bias and prejudice in historical interpretations.
- 9SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- 9SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- 9SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- 9SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- 9SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- 9SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- 9SSK13:** Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
- 9SSK14:** Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the world economy.

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