

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Social Studies  
**COURSE TITLE:** Ancient World History  
**GRADE LEVEL:** 10-12  
**PREREQUISITES:** NONE

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**COURSE DESCRIPTION:** Ancient World History focuses on the development of civilization from earliest man. Emphasis is placed on human achievement from the Neolithic Period through the Middle Ages. Special emphasis is placed on the arts and sciences and the lasting contributions to Western Civilization made by the major groups studied. The role of the individual in history is stressed. Comparisons are drawn between ancient times and modern where applicable. The student should gain an understanding of their cultural heritage and an appreciation for the contributions made by individuals who lived in ancient times.

**UCSD CONTENT STANDARDS:**

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Ancient World History program should be able to...

**Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

Benchmarks: Tell the influences on individual and group behavior and group decision-making.  
Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.  
Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.  
Recognize how personality and agents of socialization impact the individual.

**Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.**

Benchmarks: Identify the role of scarcity and economic trade-offs and how economic conditions impact people's lives.

**Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.**

Benchmarks: Describe the use of geographic tools to locate and analyze information about people, places, and environments.  
Identify how physical and human characteristics create and define regions.  
Relate how culture affects the interaction of human populations through time and space.  
Analyze how cultural factors influence the design of human communities.



**Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.**

- Benchmarks: Describe historical patterns, periods of time, and the relationships among these elements.
- Recognize how and why people create, maintain, or change systems of power, authority, and governance.
- Examine the role of culture and cultural diffusion on the development and maintenance of societies.
- Compare the role of individuals and groups within a society as promoters of change or the status quo.
- Interpret the effect of economic needs and wants on individual and group decisions.
- Identify the effects of geographic factors on historical events.
- Analyze the role of innovation on the development and interaction of societies.
- Synthesize cause and effect relationships and other historical thinking skills in order to interpret events and issues.

**Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.**

- Benchmarks: Explain the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
- Relate how various political systems throughout the world define the rights and responsibilities of the individual.

**Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.**

- Benchmarks: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.
- Analyze and evaluate explanations for actions or events described in a text, determining whether earlier events caused later ones or simply preceded them.
- 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 studies.
- Analyze in detail how a text and/or complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.



Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
ANCIENT WORLD HISTORY:**

**Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

**Benchmark: Tell the influences on individual and group behavior and group decision making.**

Indicators: Analyze the components of social structure and how social structure affects the individual in society.  
Examine the effects of beliefs, tradition, and customs on how a group may act.  
Predict the influence of varying individual beliefs on individuals and society.

**Benchmark: Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.**

Indicators: Evaluate the effects of gender, age, health, and socioeconomic status on social inequality.  
Appraise changes in individual values as a result of changes in social and political institutions.

**Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.**

Indicators: Interpret factors that shape human behavior.  
Summarize the culture and traditions of historical groups.

**Benchmark: Recognize how personality and agents of socialization impact the individual.**

Indicators: Identify the roles that individuals take to function in society.  
Describe how groups and institutions conform to social norms.

**Standard II. Analyze relationships between economic systems and their interdependence in the modern world.**



**Benchmark: Identify the role of scarcity and economic trade-offs and how economic conditions impact people's lives.**

Indicators: Recognize the impact of economic changes on social and political institutions and individuals.  
Discuss the impact of unemployment on people, government, and societies.

**Standard III. Analyze the interrelationship of people, places and environments to understand societies.**

**Benchmark: Describe the use of geographic tools to locate and analyze information about people, places, and environments.**

Indicators: Describe the themes of geography.  
Use geographic tools to explain the demographics of a region.  
Illustrate aspects of a society and/or region using thematic maps.

**Benchmark: Identify how physical and human characteristics create and define regions.**

Indicators: Analyze the effects of geography on the history of people.  
Describe the ways people affect the geography of their region.  
Recognize the influence of historical events on regional changes.

**Benchmark: Relate how culture affects the interaction of human populations through time and space.**

Indicators: Demonstrate how various cultural landscapes have been shaped by technology and human mobility.  
Interpret the causes of boundary conflicts and internal disputes of societies.

**Benchmark: Analyze how cultural factors influence the design of human communities**

Indicators: Compare regional influences on cultures and traditions.  
Appraise the growth of cities in relationship to a people's needs.

**Standard IV. Investigate historical interactions to determine the development and evolution of societies.**

**Benchmark: Describe historical patterns, periods of time, and the relationships among these elements.**

Indicators: Outline concepts such as chronology, causality, change, conflict, and complexity to analyze connections with historical patterns.  
Categorize significant historical periods within and across cultures.



**Benchmark: Recognize how and why people create, maintain, or change systems of power, authority, and governance.**

Indicators: Explain the purpose of government.  
Compare political systems from historical periods.

**Benchmark: Examine the role of culture and cultural diffusion on the development and maintenance of societies.**

Indicators: Indicate the ways human needs and concerns have been addressed by groups, societies, and cultures.  
Synthesize the value of culture diversity including religion, traditions, and political conflict.

**Benchmark: Compare the role of individuals and groups within a society as promoters of change or the status quo.**

Indicators: Judge the significance of important people, their roles, and their ideas in societies.  
Describe the significant religious, philosophical, and social movements and their impacts on society and social reform.  
Appraise the effect of “chance events” on history.

**Benchmark: Interpret the effect of economic needs and wants on individual and group decisions.**

Indicators: Explore how economic issues have influenced society in the past.  
Question the choices that are made by individuals or governments that often have unintended consequences that can offset the initial effects of the decision.  
Predict the historical relationship between economic growth, new technologies, and standard of living.

**Benchmark: Identify the effects of geographic factors on historical events.**

Indicators: Show the ways that historical events have been influenced by physical and human geographic factors in local, regional, national, and global settings.  
Outline reasons for changes in a society’s political boundaries.

**Benchmark: Analyze the role of innovation on the development and interaction of societies.**

Indicators: Point out the significant changes caused by technology, urbanization, and population growth and the effects of these changes.  
Predict the impact of science and technology on historical events.

**Benchmark: Synthesize cause and effect relationships and other historical thinking skills in order to interpret events and issues.**



Indicators: Predict relationships between and among significant events.  
Evaluate different interpretations of historical events based on viewpoint.

**Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.**

**Benchmark: Explain the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.**

Indicators: Discuss the ways citizens participate in political processes.  
Recognize the importance of participation and knowledge in public affairs and government.

**Benchmark: Relate how various political systems throughout the world define the rights and responsibilities of the individual.**

Indicators: Compare and contrast ideologies, structures, and institutions of different political systems in the world.  
Analyze essential characteristics of limited and unlimited governments.

**Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.**

**Benchmark: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.**

Indicators: Review primary and secondary sources.  
Summarize primary and secondary sources.

**Benchmark: Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.**

Indicators: Identify historical sources.  
Recognize the point of view of sources.  
Paraphrase the key ideas of sources.

**Benchmark: Analyze and evaluate explanations for actions or events described in a text, determining whether earlier events caused later ones or simply preceded them.**

Indicators: Sequence historical events from sources.  
Synthesize cause and effect in terms of historical events.

**Benchmark: 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 studies.**

Indicators: Generate a historical vocabulary.  
Apply vocabulary to historical context.

**Benchmark: Analyze in detail how a text and/or complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.**

Indicators: Generate main ideas from textual sources.  
Paraphrase text.

**Benchmark: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.**

Indicators: Apply a variety of sources to content reading.  
Assess how a variety of sources can be used to solve problems.

