



Standard #1: Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.



I can explain and arrange dates in order using B.C. (Before Christ) and A.D. (Anno Domini - in the year of our Lord) or B.C.E. (Before the Common Era) and C.E. (Common Era).



I can construct a multi-tier timeline from an event list.

Standard #3: Cartographers create globes and other geographic tools that can be used to gather, process and report information about people, places and environments.



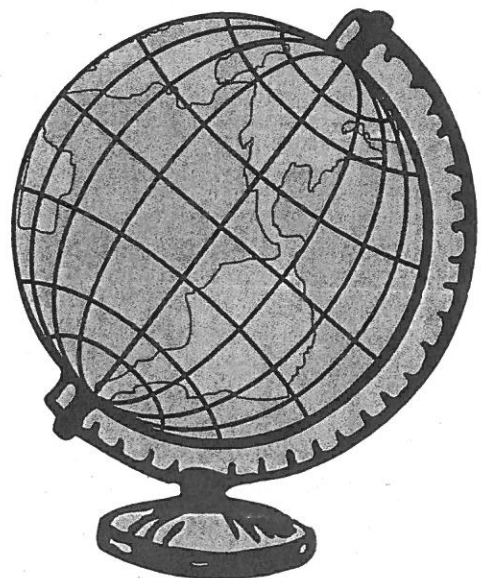
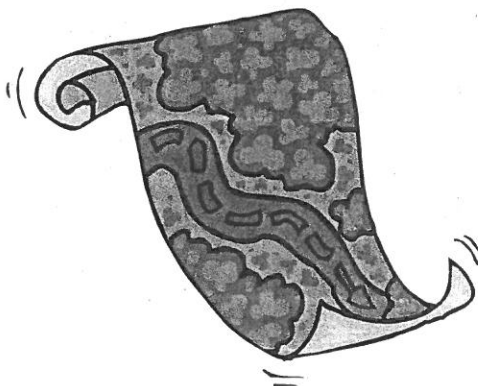
I can communicate information from a spatial perspective by using a globe and digital satellite imagery.



I can use a globe, map, or diagram to collect information about people, places, and the environment.



I can state the definition of a cartographer.



Standard #4: Latitude and longitude can be used to identify absolute location.



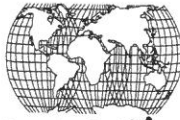
I can define latitude: measures distances north and south of Earth's equator. These lines are circular around the globe.



I can define longitude: measures distances east and west of the prime meridian. These lines go from the North Pole to the South Pole.



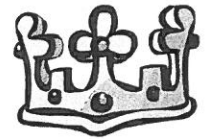
I can use coordinates of latitude and longitude to locate absolute location on a world map.



Standard #9: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources that can be examined for accuracy.



I can compare two articles that contain information on the same subject from two different media sources concerning facts, details, perspectives and opinions expressed.



Standard #10: Governments can be categorized as monarchies, theocracies, dictatorships or demococies. The citizens' liberties and responsibilities varies according to governmental authority.



I can describe the characteristics of a monarchy - a government in which the authority over the people is kept through a tradition of allegiance or family.



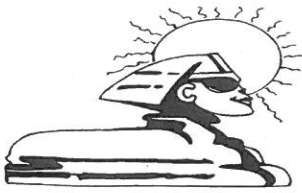
I can describe the characteristics of a theocracy - a government in which authority over the people is held by religious leaders who reperesent divine power and keep authority through religious beliefs.



I can describe the characteristics of a dictaorship - a ruler with absolute power over the people and keeps that power often through force.








I can describe the characteristics of a democracy - the power of those in authority is limited because the people retain the supreme power.







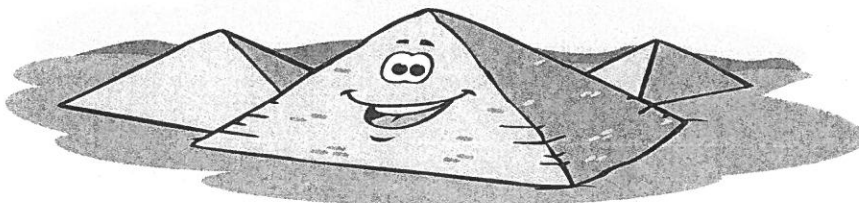
EGYPT

Standard #2: Early civilizations with governments, economics, social structures, religions, technologies and agriculture practices flourished due to geographic characteristics.

-  I can understand that civilizations in Egypt grew near favorable geographic characteristics, such as along the Nile River and not in the deserts where living was harsh.
-  I can describe the impact that the unique civilization, technologies and agricultural practices and products of Egypt has on the modern Eastern Hemisphere (pyramids, mummification, trade).
-  I can explain Egypt's social structure (social pyramid with the Pharaoh on the top, followed by govt. officials, priests, scribes, artisans, then peasants).
-  I can list the economics of Egypt that still influence the Eastern Hemisphere - Natural resources (gold papyrus, copper, grain, gems); Products (cloth, jewelry); Trade (grain, woven cloth, cows, silver).
-  I can describe the government (Theocracy - felt Pharaohs were Gods)


Standard #5: Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural)


-  I can list the landforms of Egypt - West of the Nile River was the Libyan Desert while east of the Nile was the Arabian and Nubian Deserts.
-  I can state the climate of Egypt - Very hot and dry in the deserts; rain and mild weather along the Nile River.
-  I can tell that the population of Egypt settled mainly along the Nile River and the Mediterranean Sea.
-  I can describe the culture of Egypt - hieroglyphics, scribes, artisans and craftspeople.



EGYPT


Standard #6: Variations among physical environments within the Eastern Hemisphere influence human activities. These activities also alter the physical environment.


 I can explain how human activities develop in response to physical environments - movement of Egyptians to the Nile River for farming and fish. The Mediterranean Sea, Nile River and Red Sea also prompted trading with other countries.


 I can explain how the environment can be adapted or modified by humans and the resulting consequences - dug irrigation canals to direct water to their crops.




Standard #7: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.


 I can describe political factors that may have caused movement in early Egypt: new pharaohs Canaan: New rulers conquering their land and banishing them to other lands.


 I can describe environmental factors that caused early Egyptian people to move from place to place (following the Nile River) and early Canaanites (Nomads and herders due to dry and hilly land; famine in Canaan so they fled to Egypt)


 I can describe the social factors that caused the movement of the Canaan people and religion - Jewish Diaspora when they were banished and sent to other lands.


 I can describe how these factors still affect the Eastern Hemisphere today (the Holocaust)


Standard #8: Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

 I can define diffusion (the spread of people, ideas and products among places).

 I can show examples of how the river valley civilization of Egypt had on modern cultural practices and products (increased trade along Nile river and Mediterranean Sea)

 I can identify the geographic origins (Canaan), founding leader (Abraham) and teachings of Judaism (monotheism, Ten Commandments).

 I can identify the geographic origins (Palestine), founding leader (Jesus) and teachings of Christianity (Ten Commandments)

 I can describe the influence of religious diffusion (or spread of) in the modern world as Judaism has 14 million followers and Christianity has 2.1 billion followers in the Americas, Europe, Asia and Africa.






ECONOMICS





Standard #11: Economists compare data sets to draw conclusions about relationships among them.


-  I can analyze a set of data and draw conclusions about what goods and services are imported and exported and predict which countries would likely trade with one another.

Standard #13: The fundamental questions of economics include what to produce, how to produce and for whom to produce.






-  I can describe that what to produce and how to produce it is based on productive resources, such as natural resources (Do I have the materials needed to make the product?), human resources (Do I have enough workers to make the product?) and capital goods (Do I have enough money to buy the material, pay the workers and promote my product?).
-  I can explain that for whom to produce depends on the demand for that product and which group of consumers would use it...teenagers, senior citizens, mothers, athletes?

Standard #14: When regions and/or countries specialize, global trade occurs.

-  I can explain that when a country (Saudi Arabia) produces a product that very few other countries can make but many want it (oil), they can use that product to trade with other countries for goods and services that they want but cannot produce themselves (grain/corn for food).

Standard #15: The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines quantities of outputs produced and the quantities of inputs (natural resources, human resources and capital goods) used.



-  I can explain that the availability of a good or service and also the demand for it interact to determine the price of that good or service.
-  I can describe the way the price of a good or service is influenced by competition among producers who compete to sell the same good or service.
-  I can explain how the interaction of supply, demand and competition influence the amount of goods and services (output) and therefore the amount of resources used (input).