



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.



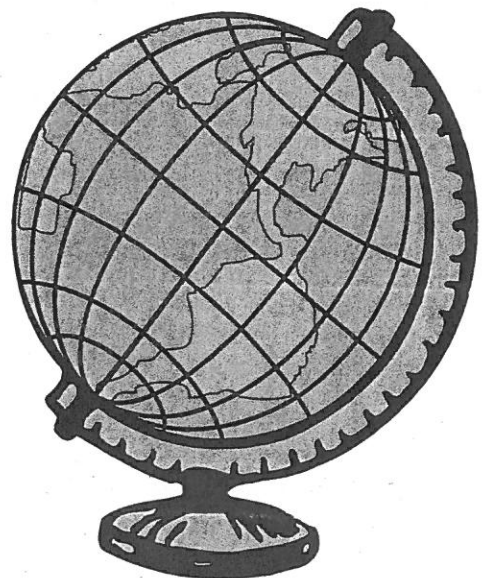
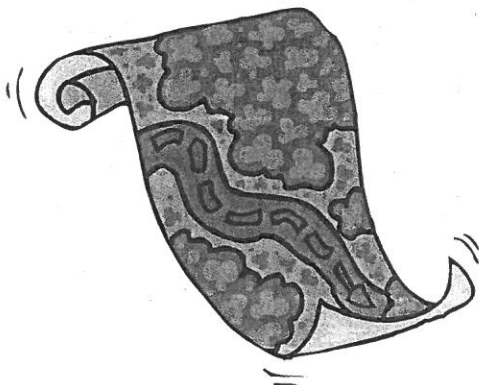
I can communicate information from a spatial perspective by using a globe and digital satellite imagery.



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.



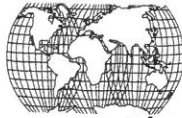
I can define latitude: measures distances north and south of Earth's equator. These lines are circular around the globe.



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



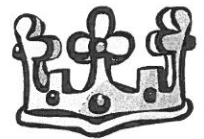
I can use coordinates of latitude and longitude to locate absolute location on a world map.



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 democracies. 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 represent divine power and keep authority through religious beliefs.



I can describe the characteristics of a dictatorship - 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.

CHINA





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

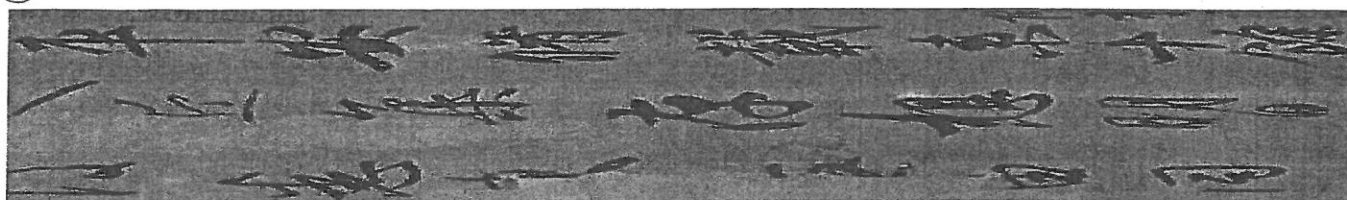


-  I can understand that civilizations in China grew near favorable geographic characteristics, such as the North China Plain and not in the deserts where living was harsh.
-  I can describe the impact that the unique civilization, technologies and agricultural practices and products of China has on the modern Eastern Hemisphere (seismograph, compass, wheelbarrow, trade along Silk Road, acupuncture, strong iron plows).
-  I can explain China's social structure (social classes with the king on the top, followed by nobles, craftspeople, traders, farmers, and slaves).
-  I can list the economics of China that still influence the Esatern Hemisphere - Natural resources (Bronze, Jade, rice, crops, salt); Products (silk cloth, weapons, wheelbarrow); Trade (silk, salt, jade).
-  I can describe the government (kings who ruled dynasties)





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

-  I can list the landforms of China - Outer China had the Himalayan Mts., Tibetan Plateau, Taklimakan and Gobi deserts, Turfan Depression, and Northeastern Plain. Inner China had the North China Plain (Huang He river) and the Chang Jiang Basin (Chang Jiang river)
-  I can state the climate of China - Very hot and dry in the deserts; rain and mild weather in the North China Plain and the plateau and Northeastern plains were cold and dry.
-  I can tell that the population of China settled mainly on the North China Plain and the Chang Jiang basin.
-  I can describe the culture of China - calligraphy, logographs, craftspeople, traders






CHINA

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

-  I can explain how human activities develop in response to physical environments - Early settlement in the favorable regions of inner China compared to the harsh living environment of outer China.
-  I can explain how the environment can be adapted or modified by humans and the resulting consequences - Building of Great Wall to keep out invaders; Silk Road trade routes linked the people of the East and the West.





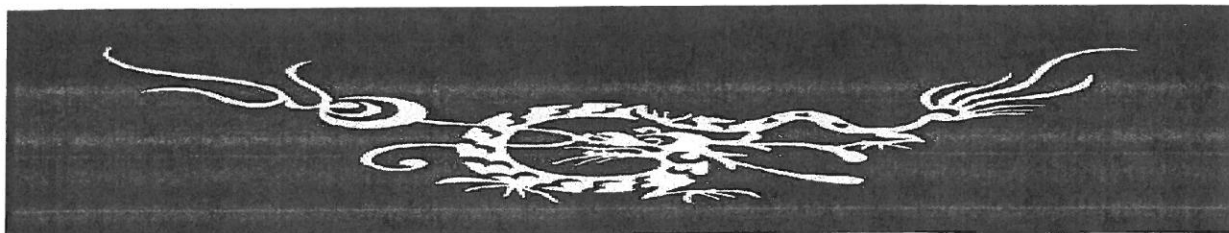
Standard #7: Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

-  I can describe political factors that may have caused movement in early China: sent into exile to work on the Great Wall, harsh rulers forced many people to flee.
-  I can describe environmental factors that caused early Chinese people to move from place to place (started as hunter and gathers, but moved to river valley when started farming)
-  I can describe how these factors still affect the Eastern Hemisphere today (better paying jobs in the cities than in rural areas)



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 Mesopotamia had on modern cultural practices and products (we still use a wheelbarrow, kites and compasses today)






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.

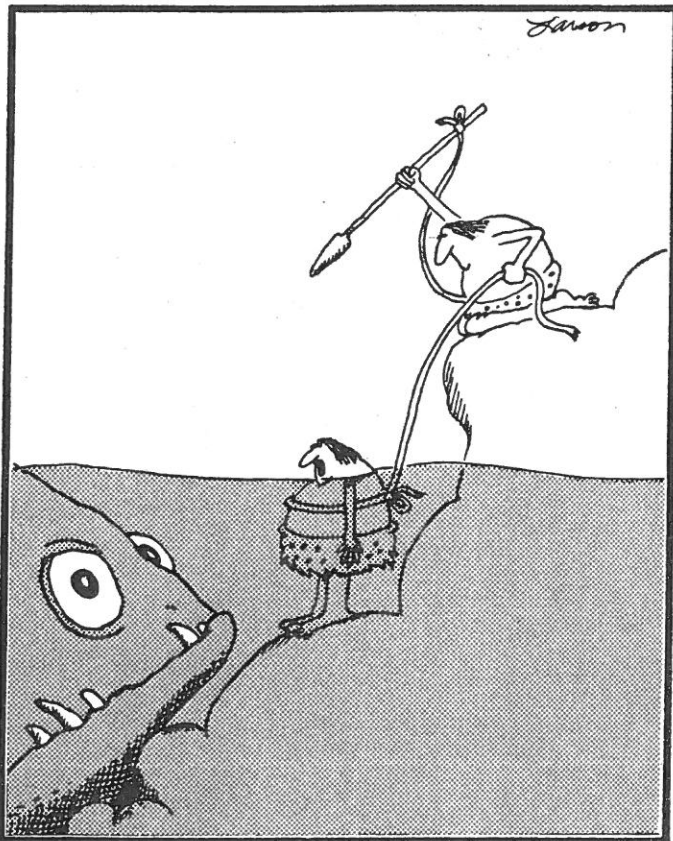


-  I can explain that the availability of a good or service and also the demand for it interact to determine the price of that good or service.
-  I can describe the way the price of a good or service is influenced by competition among producers who compete to sell the same good or service.
-  I can 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).

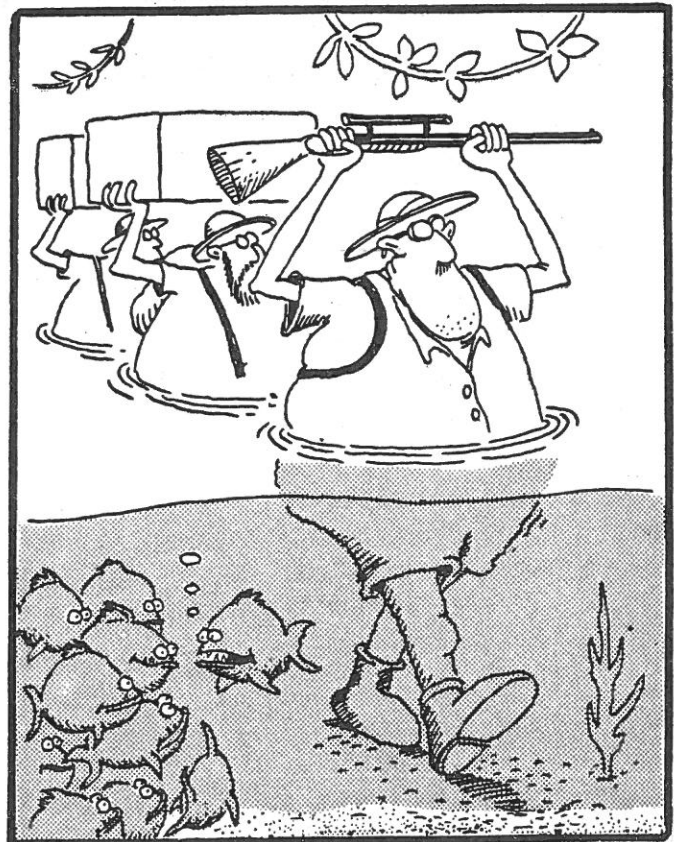
ECONOMICS

Standard #16: When selecting items to buy, individuals can compare the price and quality of available goods and services.

- 🌐 I can explain how consumers gather information on price and quality, including advertising, personal recommendations and independent reviews.
- 🌐 I can explain why products produced in Asia might have lower prices than those produced in the U.S.
- 🌐 I can give pros and cons of purchasing foreign-made products, such as price and quality.



"Now, Grog! Throw!... Throooooow!... Throw throw throw throw throw!..."



"Just nibble at first... But when you hear them yell 'Piranha!' - go for it!"