

	<p>Egypt - <i>History</i> Farming, Civilization, Three Kingdoms, Rise and Fall, Kings/Queens/Pharaohs - <i>Geography</i> Nile, Sahara, Med/ Red Seas, Isolation, Trade Routes <i>Culture</i> Advancements (Medicine, Papyrus), Religion, Writing</p> <p>Culture West Africa, North Africa, East Africa, South/central Africa</p> <p>European Conquest and African Independence Which Countries, Where, Why, Resources, Lasting Affect.</p>		<p>Conquest of Africa - Sec. 4 Independence and Its Challenges - Sec. 5 Issues for Africa Today</p> <p>Prentice Hall: The Ancient World Ch. 3: Ancient Egypt and Nubia - Sec. 1 Geography of the Nile - Sec. 2 Egypt's powerful Kings and Queens - Sec. 3 Egyptian Religion - Sec. 4 Culture of the Ancient Egyptians - Sec. 5 Resources</p> <p>Chapter 13: Cultures of Africa - Sec 1 North Africa - Sec. 2 West Africa - Sec. 3 East Africa - Sec. 4 Southern/ Central Africa</p>	
<p>December/ January/ February</p>	<p>ASIA</p> <p>Physical Geography - Land/Water (Tigris/Euphrates) (Ganges and Indus River Valley) - Climate/Vegetation - Resources/ Land Use - Countries/ Regions</p> <p>History/ Culture Five Regions (East, South, Central, Southwest (Middle East), Southeast)</p> <p>Traditions, Nations, Civilization, Settlements, Empires, Today, Colonial Rule, Trade, Conflicts</p> <p>Ancient China <i>History</i> <i>Geography</i> <i>Culture</i></p>	<p>*See Below</p>	<p>Prentice Hall World Studies: Eastern Hemisphere Ch. 18 East Asia: Physical Geography - Sec. 1 Land and Water - Sec. 2 Climate and Vegetation - Sec. 3 Natural Resources/ Land Use</p> <p>Chapter 19 South, Southwest, and Central Asia: Physical Geography - Sec. 1 South Asia - Sec. 2 Southwest Asia - Sec. 3 Central Asia</p> <p>Chapter 20 Southeast Asia and Pacific Region: Physical Geography - Sec. 1 Southeast Asia</p> <p>Chapter 21 East Asia: Cultures and History - Sec. 1 Historic Traditions - Sec. 2 People and Cultures</p>	<p>Chapter Tests</p> <p>Unit Test - i.e. Geography, Culture, History</p> <p>Project</p>

	<p>Ancient India <i>History</i> <i>Geography</i> <i>Culture</i></p> <p>Mesopotamia <i>History</i> <i>Geography</i> <i>Culture</i></p> <p>Religions Identify and Describe the Five Major World Religions - History, When. Where (Christianity, Judaism, Islam, Hinduism, Buddhism)</p>		<p>Chapter 22 South, Southwest, and Central Asia: Cultures and History - Sec. 1 South Asia - Sec. 2 Southwest Asia - Sec. 3 Central Asia</p> <p>Ch. 23 Southeast Asia: Cultures and History - Sec. 1 Southeast Asia</p> <p>Chapter 24-26 Overview of Countries on an Individual Level</p> <p>Prentice Hall: The Ancient World</p> <p>Ch. 5 – Ancient China - Sec. 1 The Geography of China's River Valley's - Sec. 2 Confucius/ Teaching - Sec. 3 Strong Rulers Unite Warring Kingdoms - Sec. 4 Achievements of Ancient China</p> <p>Ch. 4 – Ancient India - Sec. 1 The Indus and Ganges River Valleys - Sec. 2/3 The beginnings of Hinduism/ Buddhism - Sec. 4 The Golden Age of Maurya India</p> <p>Ch. 2 The Fertile Crescent - Sec. 1 Between Two Rivers - Sec. 2 Babylonia/ Assyria - Sec. 3 Mesopotamia Leg. - Sec. 4 Med. Civilizations</p>	
<p>March</p>	<p>PACIFIC AND OCEANA</p> <p>Physical Geography - Land/Water - Climate/Vegetation - Resources/ Land Use - Countries</p> <p>History People, Settlements</p> <p>Culture Influences, Trade, Technology, Economics</p>	<p>*See Below</p>	<p>Prentice Hall World Studies: Eastern Hemisphere</p> <p>Chapter 20 Pacific Region: Physical Geography - Sec. 2 Australia and New Zealand: Geography - Sec. 3 The Pacific Islands</p> <p>Chapter 23 Pacific Region: Cultures and History - Sec 2 The Pacific Region: Cultures and History</p>	<p>Chapter Tests</p> <p>Unit Test - i.e. Geography, Culture, History</p>

			Ch. 26: The Pacific Region - Sec. 1 Australia: A Pacific Rim Country	
April/ May/ June	EUROPE and RUSSIA Physical Geography - Land/Water (Danube/ Rhine) - Climate/Vegetation - Resources/ Land Use - Countries/ Regions (Eastern Europe, Western Europe, Russia) History Renaissance, Middle Ages, Industrial Revolution, Today (European Union) Culture Regions/ Growth Eastern Europe, Western Europe, Russia Ancient Greece <i>History</i> <i>Geography</i> <i>Culture</i> Ancient Rome <i>History</i> <i>Geography</i> <i>Culture</i>	*See Below	Prentice Hall World Studies: Eastern Hemisphere Chapter 6: Europe and Russia: Physical Geography - Sec. 1 Land and Water Sec. 2 Climate and Vegetation - Sec. 3 Natural Resources/ Land Use Chapter 7: Europe and Russia: Shaped by its History - Sec. 1 From Ancient Greece to the Middle Ages - Sec. 2 Renaissance and the Age of Revolution - Sec. 3 Industrial Revolution and Nationalism - Sec. 4 Imperial Russia to the Soviet Union - Sec. 5 The European Union Chapter 8: Cultures of Europe and Russia - Sec. 1 Western Europe - Sec. 2 Eastern Europe - Sec. 3 Russian Federation Chapters 9 and 10 Overview of Countries on an Individual Level Prentice Hall: The Ancient World Ch. 6 Ancient Greece - Sec. 1 – The Rise of Greek Civilization Sec. 2 – Greek Religion, Philosophy, and Literature Sec. 3 – Daily Life of the Ancient Greeks - Sec. 4 – Athens/ Sparta: Two Cities in Conflict - Sec. 5 – The Spread of Greek Culture	Chapter Tests Unit Test - i.e. Geography, Culture, History Compare/ Contrast Research Paper - Country/ Region

September Grade Level Content Expectations

Introducing Historical and Geographical Thinking

History

7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

ERA 1

7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

Geography

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.

7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

October, November, and December Grade Level Content Expectations

Africa

History GLCE's – AFRICA

- 7 – W1.2.1** Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – W1.2.2** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – W1.2.3** Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).
- 7 – W2.1.2** Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
- 7 – W2.1.3** Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).
- 7 – W2.1.4** Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).
- 7 – W3.1.1** Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.2** Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 7 – W3.1.3** Compare and contrast the defining characteristics of a city-state, civilization, and empire.
- 7 – W3.1.5** Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.6** Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7** Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 7 – W3.1.8** Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

Geography GLCE's – AFRICA

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

Civics GLCE's – AFRICA

7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

GLCE – AFRICA

7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

December, January, February Grade Level Content Expectations

ASIA

History GLCE's – Asia

7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

Geography GLCE's – ASIA

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

Civics GLCE's – ASIA

7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Economic GLCE's – ASIA

7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.

7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

March Grade Level Content Expectations

Pacific and Oceania

History GLCE's – PACIFIC and OCEANIA

7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

Geography GLCE's – PACIFIC and OCEANIA

7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

Economic GLCE's – PACIFIC and OCEANIA

7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, healthcare, military protection).

7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

April, May, June Grade Level Content Expectations

Europe and Russia

History GLCE's – EUROPE and RUSSIA

7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

Geography GLCE's – EUROPE and RUSSIA

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.

7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

Civics GLCE's – EUROPE and RUSSIA

7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Economic GLCE's – EUROPE and RUSSIA

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).