



### ***Political***

1. Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. (14 – C.3)
2. Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations. (W) (16 – B.2A)

### ***History/Social Trends***

3. Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. (18 – A.3)
4. Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa). (W) (16 – D.2)
5. Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 – 1000 BCE. (W) (16 – E.3A)

### ***Economics***

6. Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them. (15 – A.2A)
7. Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE – 500 CE. (W) (16 – C.2B)

### ***Geography***

8. Explain how human activity is affected by geographic factors. (17 – C.3A)
9. Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications). (17 – C.2B)

### ***Skills***

10. Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images. (17 – A.3B)
11. Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water). (17 – A.3A)