

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
KANSAS	http://www.ksbe.state.ks.us/outcomes/socialstudies.html http://www.ksde.org/outcomes/ssstd6.doc	Kansas 6th Grade Curricular Standards for History and Government; Economics and Geography <i>(Approved December 2004)</i>	Geography <ul style="list-style-type: none"> • geography of Egypt • regional geography • location on a map • the importance of the Nile River, Mediterranean Sea, the desert and other key geographic features on the growth of the Egyptian civilization 	<p>Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.</p> <p>Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments</p> <ol style="list-style-type: none"> 1. (A) explains and uses map titles, symbols, cardinal and intermediate directions, <i>legends, latitude</i> and <i>longitude</i>. 2. (K) locates major physical and political features of Earth from memory (e.g., China, Egypt, Greece, Central America, Mediterranean Sea, Nile River, Persian Gulf, Rome, India, Sahara Desert, Saudi Arabia, Adriatic Sea, Aegean Sea, Constantinople (modern Istanbul), Ganges River, Himalayan Mountains, Huan He (Yellow River), Indus River, Jerusalem, Mecca, Mesopotamia (modern Iraq), Persia (modern Iran), Red Sea, Tigris River, Yangtze River, Chile, Brazil, Peru, Amazon River, Andes Mountains). 3. (A) identifies major patterns of world populations, <i>physical features</i>, ecosystems, and <i>cultures</i> using historic and contemporary <i>geographic tools</i> (e.g., maps, illustrations, photographs, documents, data). <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.:</p> <ol style="list-style-type: none"> 1. identifies types of regions (e.g., climatic, economic, cultural). 2. describes how places and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari). 3. identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., Mesopotamia, Egypt, India, China, Greece, Rome, etc.) 4. compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).

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				<p>5. traces the movement (diffusion) from one region or center of civilization to other regions of the world (e.g., people, goods and ideas).</p> <p>Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.:</p> <ol style="list-style-type: none"> 1. explains the distribution patterns of ecosystems within hemispheres to define climatic regions 2. identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests). <p>Benchmark 4: Human Systems: The student understands how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.:</p> <ol style="list-style-type: none"> 1. examines reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates). 2. describes the forces and processes of conflict and cooperation that divide or unite people (e.g., uneven distribution of resources, water use in ancient Mesopotamia, building projects in ancient Egypt and Middle/South America, the Greek city-states, empire building, movements for independence or rights). <p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems:</p> <ol style="list-style-type: none"> 1) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and the Mesopotamia raising the level of the river, terracing in Middle America and Asia). 2) describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates, volcanic eruptions: Mt. Vesuvius). 3) explains the relationship between availability and use of natural resources and advances in technology using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer).
			<p>Science & Technology</p> <ul style="list-style-type: none"> • the evolution of 	<p>Geography: The student uses a working knowledge and understanding of spatial organization of Earth's</p>

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			<p>technology (e.g. irrigation, papermaking, metallurgy, and more)</p> <ul style="list-style-type: none"> • the relationship between technological advances and cultural changes • the relationship between science and religion in ancient Egyptian culture 	<p>surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States and in the world.</p> <p>Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface. The student:</p> <ol style="list-style-type: none"> 1. explains the distribution patterns of ecosystems within hemispheres to define climatic regions 2. identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests). <p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems The student:</p> <ol style="list-style-type: none"> 1) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and the Mesopotamia raising the level of the river, terracing in Middle America and Asia). 2) describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates, volcanic eruptions: Mt. Vesuvius). 3) explains the relationship between availability and use of natural resources and advances in technology using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer) <p>History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in history of Kansas, the United States and the world, utilizing essential analytical and research skills.</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments and turning points in the history of the world from the emergence of human communities to 500 BC.</p>
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				<p>The student:</p> <ol style="list-style-type: none"> 1. explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals) 2. compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty). 3. explains central beliefs of early regions (e.g., polytheism, monotheism, animism) <p>Benchmark 4: The student engages in historical thinking skills.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., the spread of ideas and innovation, rise and fall of empires).
			<p>Culture</p> <ul style="list-style-type: none"> • meeting basic human needs of food, clothing and shelter • family life • religious beliefs • the arts • recreation 	<p>Geography: The student uses a working knowledge and understanding of spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States and in the world.</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p> <p>The student:</p> <ol style="list-style-type: none"> 4. compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).

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				<p>History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in history of Kansas, the United States and the world, utilizing essential analytical and research skills.</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments and turning points in the history of the world from the emergence of human communities to 500 BC. The student:</p> <ol style="list-style-type: none"> 3. explains central beliefs of early regions (e.g., polytheism, monotheism, animism)
			<p>Time,Continuity and Change</p> <ul style="list-style-type: none"> • Age of Pyramids • planning and design of villages over time • contemporary world cultures • Egyptology and archeology today 	<p>History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in history of Kansas, the United States and the world, utilizing essential analytical and research skills.</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments and turning points in the history of the world from the emergence of human communities to 500 BC. The student:</p> <ol style="list-style-type: none"> 1. explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals) 2. compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi’s code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He

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				<p>(China): Shang Dynasty).</p> <p>Benchmark 4: The student engages in historical thinking skills. The student:</p> <ol style="list-style-type: none"> 1. examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., the spread of ideas and innovation, rise and fall of empires). 2. examines a variety of primary sources in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).
			<p>Economics</p> <ul style="list-style-type: none"> • production (what and how) • acquisition and distribution of goods and services • consumption of goods and services (how and by whom) • local and regional trade 	<p>Benchmark 4: Human Systems: The student understands how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict. The student:</p> <ol style="list-style-type: none"> 1. examines reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates). 2. describes the forces and processes of conflict and cooperation that divide or unite people (e.g., uneven distribution of resources, water use in ancient Mesopotamia, building projects in ancient Egypt and Middle/South America, the Greek city-states, empire building, movements for independence or rights).
			<p>Government and Civics</p> <ul style="list-style-type: none"> • organization of Egyptian government (nature of centralized governments) • individual roles in Egyptian government, i.e. advisors, scribes, 	<p>Geography: The student uses a working knowledge and understanding of spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States and in the world.</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p>

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			<ul style="list-style-type: none"> • priests, etc. • revolts and revolutions • the role and rights of Egyptian citizens of various classes 	<p>The student:</p> <ol style="list-style-type: none"> 4. compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education). 5. traces the movement (diffusion) from one region or center of civilization to other regions of the world (e.g., people, goods and ideas). <p>History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in history of Kansas, the United States and the world, utilizing essential analytical and research skills.</p> <p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments and turning points in the history of the world from the emergence of human communities to 500 BC.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals) 2. compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty). 3. explains central beliefs of early regions (e.g., polytheism, monotheism, animism) <p>Benchmark 4: The student engages in historical thinking skills.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., the spread of
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				<p>ideas and innovation, rise and fall of empires).</p> <ol style="list-style-type: none"> 2. examines a variety of primary sources in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents). <p>Civics-Government Standard: The student uses a working knowledge and understanding of government systems of Kansas and the United States and other nations.</p> <p>Benchmark 1: The student understands the rule of law as it applies to individuals; family; local, state and national governments. The student:</p> <ol style="list-style-type: none"> 1. recognizes that every civilization has a form of law and order <p>Benchmark 5: The student understands various systems of governments and how nations and international organizations interact. The student:</p> <ol style="list-style-type: none"> 1. identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy). 2. describes the ways political systems meet or fail to meet the needs and wants of their citizens (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy). 3. defines the characteristics of nations (e.g., territory, population, government, sovereignty).
			<p>Global Connections</p> <ul style="list-style-type: none"> • advancement of other civilizations during the ancient Egyptian era • regional politics • diplomacy and warfare • trade 	<p>Geography: The student uses a working knowledge and understanding of spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States and in the world.</p> <p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character. The student:</p> <ol style="list-style-type: none"> 1) identifies types of regions (e.g., climatic, economic, cultural). 2) describes how places and regions may be

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				<p>identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari).</p> <p>3) identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., Mesopotamia, Egypt, India, China, Greece, Rome, etc.)</p> <p>4) compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).</p> <p>5) traces the movement (diffusion) from one region or center of civilization to other regions of the world (e.g., people, goods and ideas).</p> <p>Benchmark 4: Human Systems: The student understands how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict. The student:</p> <ol style="list-style-type: none"> 1. examines reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates). 2. describes the forces and processes of conflict and cooperation that divide or unite people (e.g., uneven distribution of resources, water use in ancient Mesopotamia, building projects in ancient Egypt and Middle/South America, the Greek city-states, empire building, movements for independence or rights).
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