

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Minnesota	http://education.state.mn.us/content/072571.pdf	Minnesota Academic Standards in History and Social Studies	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><u>Stand V: Geography</u></p> <p>Sub-Strand: B. Maps and Globes Standard: <u>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge</u> Benchmarks: 1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied. 2. Students will locate and map areas of major world religions and how they have changed geographically. Examples: 1. Locate continents and oceans</p> <p>Standard: <u>The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth</u></p> <p>Sub-Strand: C. Physical Features and Processes Standard: <u>The student will use basic terminology describing basic physical and cultural features of continents studied</u> Benchmarks: 1. Student will locate and describe major physical features and analyze how they influenced cultures in their local community and analyze their impact on the community Examples: 2. Mountain systems, river basin, deserts, plains Standard: The student will give examples of physical systems and describe their role in shaping life on Earth Benchmarks: 1. Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents 2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage. Examples: 2. Flood plains, earthquake zones, hurricanes</p> <p>Sub-Strand: D. Interconnections Standard: <u>The students will give examples that demonstrate how people are connected to each other</u></p>

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				<p><u>and the environment.</u></p> <p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Students will identify factors that drew people to their local communities. 2. Students will analyze how the physical environment influences human activities. <p>Examples:</p> <ol style="list-style-type: none"> 1. Mining activity, political freedom 2. Influence of the land and climate on people who live in various areas <p>Sub-Strand: <u>E. Essential Skills</u></p> <p>Standard: <u>The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales</u></p>
			<p>Science & Technology</p> <ul style="list-style-type: none"> • the evolution of technology (e.g. irrigation, papermaking, metallurgy, and more) • the relationship between technological advances and cultural changes • the relationship between science and religion in ancient Egyptian culture 	<p>Strand: III. WORLD HISTORY</p> <p>Sub-Strand: <u>A. Beginnings of Human Society</u></p> <p>Standard: <u>The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia and Europe.</u></p> <p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Students will describe the migration of people from Africa to other world regions. 2. Students will describe the development of agriculture and its effect on human communities. 3. Students will illustrate or retells them main ideas from stories that disclose the origins, history and traditions of various cultures around the world. 4. Students will describe significant historical achievements of various cultures of the world. <p>Examples:</p> <ol style="list-style-type: none"> 1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade 2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia 3. Origin stories, legends, myths, stories of heroism, folk tales 4. Invention of the wheel, agriculture, iron tools, governmental structures, city-building, art and architecture, writing, textile production
			<p>Culture</p> <ul style="list-style-type: none"> • meeting basic human needs of food, clothing and 	<p>Strand: III. WORLD HISTORY</p> <p>Sub-Strand: <u>A. Beginnings of Human Society</u></p> <p>Standard: <u>The student will demonstrate knowledge of selected attributes and historical developments of various</u></p>

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			<ul style="list-style-type: none"> shelter • family life • religious beliefs • the arts • recreation 	<p><u>ancient societies in Africa, the Americas, Asia and Europe.</u></p> <p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Students will describe the migration of people from Africa to other world regions. 2. Students will describe the development of agriculture and its effect on human communities. 3. Students will illustrate or retells them main ideas from stories that disclose the origins, history and traditions of various cultures around the world. 4. Students will describe significant historical achievements of various cultures of the world. <p>Examples:</p> <ol style="list-style-type: none"> 1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade 2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia 3. Origin stories, legends, myths, stories of heroism, folk tales 4. Invention of the wheel, agriculture, iron tools, governmental structures, city-building, art and architecture, writing, textile production
			<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>Strand: III. WORLD HISTORY</p> <p>Sub-Strand: A. Beginnings of Human Society</p> <p>Standard: <u>The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia and Europe.</u></p> <p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Students will describe the migration of people from Africa to other world regions. 2. Students will describe the development of agriculture and its effect on human communities. 3. Students will illustrate or retells them main ideas from stories that disclose the origins, history and traditions of various cultures around the world. 4. Students will describe significant historical achievements of various cultures of the world. <p>Examples:</p> <ol style="list-style-type: none"> 1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade 2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia 3. Origin stories, legends, myths, stories of heroism, folk tales 4. Invention of the wheel, agriculture, iron tools,

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				governmental structures, city-building, art and architecture, writing, textile production
			<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>Strand: III. WORLD HISTORY Sub-Strand: A. Beginnings of Human Society Standard: <u>The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia and Europe.</u> Benchmarks: 1. Students will describe the migration of people from Africa to other world regions. 2. Students will describe the development of agriculture and its effect on human communities. 3. Students will illustrate or retells them main ideas from stories that disclose the origins, history and traditions of various cultures around the world. 4. Students will describe significant historical achievements of various cultures of the world. Examples: 1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade 2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia 3. Origin stories, legends, myths, stories of heroism, folk tales 4. Invention of the wheel, agriculture, iron tools, governmental structures, city-building, art and architecture, writing, textile production</p>
			<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, priests, etc. • revolts and revolutions • the role and rights of Egyptian citizens of various classes 	<p>Strand: III. WORLD HISTORY Sub-Strand: A. Beginnings of Human Society Standard: <u>The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia and Europe.</u> Benchmarks: 1. Students will describe the migration of people from Africa to other world regions. 2. Students will describe the development of agriculture and its effect on human communities. 3. Students will illustrate or retells them main ideas from stories that disclose the origins, history and traditions of various cultures around the world. 4. Students will describe significant historical achievements of various cultures of the world. Examples:</p>

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			<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>Strand: III. WORLD HISTORY Sub-Strand: A. Beginnings of Human Society Standard: <u>The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia and Europe.</u> Benchmarks: 1. Students will describe the migration of people from Africa to other world regions. 2. Students will describe the development of agriculture and its effect on human communities.</p>

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