

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Nebraska	http://www.nde.state.ne.us/ss/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf	NEBRASKA SOCIAL STUDIES/HISTORY STANDARDS Grades K-12 <i>(By the end of the 8th Grade)</i> Adopted by the State Board of Education September 2003	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>8.2 <u>WORLD HISTORY TO 1000 A.D.</u></p> <p>8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras. Example indicators:</p> <ul style="list-style-type: none"> • Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups • Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people <p>8.2.2 By the end of eighth grade, students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe the geography and history of each civilization. • Describe the location in time and place. <p>8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization. • Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.
			Science & Technology <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 	<p>8.2 <u>WORLD HISTORY TO 1000 A.D.</u></p> <p>8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras. Example indicators:</p> <ul style="list-style-type: none"> • Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups • Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people <p>8.2.2 By the end of eighth grade, students will describe the</p>

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			<p>between science and religion in ancient Egyptian culture</p>	<p>impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe the geography and history of each civilization. • Describe the location in time and place. <p>8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis. Example indicators:</p> <ul style="list-style-type: none"> • Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D. • Identify, analyze, and interpret global population distribution in the Middle Ages.
			<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>8.2 <u>WORLD HISTORY TO 1000 A.D.</u> 8.2.4 By the end of eighth grade, students will describe the development and cultural impact of major religions. Example indicators:</p> <ul style="list-style-type: none"> • Describe the origins, customs, beliefs, and spread of the major religions • Identify the theological and cultural differences and similarities among the major religions. • Describe the effect of religious, political, and economic competition. • Identify the historical turning points that affected the spread and influence of these religious cultures. <p>8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization. • Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.
			<p>Time,Continuity and</p>	<p>8.2 <u>WORLD HISTORY TO 1000 A.D.</u></p>

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			<p>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>8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras. Example indicators:</p> <ul style="list-style-type: none"> • Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups • Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people <p>8.2.2 By the end of eighth grade, students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe the geography and history of each civilization. • Describe the location in time and place. <p>8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization. • Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia. <p>8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis. Example indicators:</p> <ul style="list-style-type: none"> • Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D. • Identify, analyze, and interpret global population distribution in the Middle Ages.
			<p>Economics</p> <ul style="list-style-type: none"> • production (what and how) • acquisition and 	<p>8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis. Example indicators:</p>

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			<p>distribution of goods and services</p> <ul style="list-style-type: none"> • consumption of goods and services (how and by whom) • local and regional trade 	<ul style="list-style-type: none"> • Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D. • Identify, analyze, and interpret global population distribution in the Middle Ages.
			<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><u>8.2 WORLD HISTORY TO 1000 A.D.</u></p> <p>8.2.2 By the end of eighth grade, students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe the geography and history of each civilization. • Describe the location in time and place. • Identify social, political, and economic institutions. • Describe religious traditions and written language. • Identify significant contributions and legacies. <p>8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization. • Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia. • Describe how geography of Africa shaped the various cultures of trading empires in Western Africa. • Describe the culture and contributions of ancient Arabia. <p>8.4.5 Students will interpret economic and political issues as expressed in various visuals.</p> <p>8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis. Example indicators:</p>

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				<ul style="list-style-type: none"> • Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D. • Identify, analyze, and interpret global population distribution in the Middle Ages. • Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D. • Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.
			<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>8.2.2 By the end of eighth grade, students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe the geography and history of each civilization. • Describe the location in time and place. • Identify social, political, and economic institutions. • Describe religious traditions and written language. • Identify significant contributions and legacies. <p>8.2.6 By the end of eighth grade, students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures. Example indicators:</p> <ul style="list-style-type: none"> • Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization. • Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia. • Describe how geography of Africa shaped the various cultures of trading empires in Western Africa. • Describe the culture and contributions of

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				<p style="text-align: right;">ancient Arabia.</p> <p>8.4.6 By the end of eighth grade, students will improve their skills in historical research and geographical analysis.</p> <p>Example indicators:</p> <ul style="list-style-type: none">• Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.• Identify, analyze, and interpret global population distribution in the Middle Ages.
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