

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
New Jersey	http://www.state.nj.us/njded/cccs/s6_ss.pdf	New Jersey Core Curriculum Content Standards for Social Studies 2004	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>STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.</p> <p>A. The World in Spatial Terms</p> <ol style="list-style-type: none"> 1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities. 2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time). 3. Estimate distances between two places on a map using a scale of miles. 4. Identify the major cities of New Jersey, the United States, and the world. 5. Identify the major countries, continents, bodies of water, and mountain ranges of the world. 6. Locate time zones, latitude, longitude, and the global grid. <p>C. Physical Systems</p> <ol style="list-style-type: none"> 1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development. <p>D. Human Systems</p> <ol style="list-style-type: none"> 1. Discuss how technology affects the ways in which people perceive and use places and regions. 2. Analyze demographic characteristics to explain reasons for variations between populations. 3. Compare and contrast the primary geographic causes for world trade. 4. Analyze the patterns of settlement in different urban regions of the world. 5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface. 6. Compare the patterns and processes of past and present human migration. 7. Explain and identify examples of global interdependence. 8. Describe how physical and human characteristics of regions change over time.

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			<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>STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.</p> <p>A. The Birth of Civilization to 1000 BCE</p> <p>1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> • Early hominid development, including the development of language and writing • Migration and adaptation to new environments • Differences between wild and domestic plants and animals • Locations of agricultural settlements • Differences between hunter/gatherer, fishing, and agrarian communities <p>2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).</p> <p>3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</p> <p>STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.</p> <p>D. Human Systems</p> <p>1. Discuss how technology affects the ways in which people perceive and use places and regions.</p>
			<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>STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.</p> <p>A. The Birth of Civilization to 1000 BCE</p> <p>1. Describe the physical and cultural changes that shaped the earliest human communities as revealed</p>

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				<p>or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.</p> <p>12. Discuss the impact of stereotyping on relationships, achievement, and life goals.</p> <p>13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.</p>
			<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>STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.</p> <p>A. The Birth of Civilization to 1000 BCE</p> <p>1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> • Early hominid development, including the development of language and writing • Migration and adaptation to new environments • Differences between wild and domestic plants and animals • Locations of agricultural settlements • Differences between hunter/gatherer, fishing, and agrarian communities <p>2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).</p> <p>3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</p> <p>B. Early Human Societies to 500CE</p> <p>5. Discuss the cultural influences of Greece, Egypt,</p>

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				Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.
			<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>6.5 Economics Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</p> <p>A. Economic Literacy 2. Explain the law of supply and demand. 5. Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.</p> <p>B. Economics and Society 1. Discuss how meeting the needs and wants of a growing world population impacts the environment and economic growth. 4. Describe how inventions and innovations have improved standards of living over the course of history.</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>STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.</p> <p>E. International Education: Global Challenges, Cultures, and Connections</p> <p>1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.</p> <p>2. Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.</p> <p>STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE</p>

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				<p>OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.</p> <p>A. The Birth of Civilization to 1000 BCE 1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> • Early hominid development, including the development of language and writing • Migration and adaptation to new environments • Differences between wild and domestic plants and animals • Locations of agricultural settlements • Differences between hunter/gatherer, fishing, and agrarian communities <p>2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).</p> <p>3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi’s Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</p> <p>B. Early Human Societies to 500CE</p> <p>5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</p>
			<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>STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.</p> <p>A. The Birth of Civilization to 1000 BCE 1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:</p> <ul style="list-style-type: none"> • Early hominid development, including the development of language and writing

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				<ul style="list-style-type: none"> • Migration and adaptation to new environments • Differences between wild and domestic plants and animals • Locations of agricultural settlements • Differences between hunter/gatherer, fishing, and agrarian communities <p>2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).</p> <p>3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).</p> <p>B. Early Human Societies to 500CE</p> <p>5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.</p>
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