

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Oregon	http://www.ode.state.or.us/teachlearn/subjects/social-science/curriculum/	Social Science Benchmark 3 Grade 6	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: Understand and use geographic skills and concepts to interpret contemporary and historical issues.</p> <p>Common Curriculum Goal: Locate major physical and human (cultural) features of the Earth.</p> <p>Content Standard: Locate major physical and human features of the Earth.</p> <p>Benchmark Standard: Locate and identify on maps and globes the regions of the world and their prominent physical features</p> <p>Common Curriculum Goal: Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.</p> <p>Content Standard: Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.</p> <p>Benchmark Standard: Identify and compare physical and human characteristics of major regions and significant places in the world.</p> <p>Common Curriculum Goal: Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).</p> <p>Content Standard: Understand the distribution and movement of people, ideas, and products.</p> <p>Benchmark Standard: Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions</p>
			Science & Technology <ul style="list-style-type: none"> • the evolution of technology (e.g. irrigation, papermaking, metallurgy, and more) • the relationship between 	<p>HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.</p> <p>HISTORICAL SKILLS:</p> <p>Common Curriculum Goal: Interpret and reconstruct chronological relationships.</p> <p>Content Standard: Understand, represent, and interpret chronological relationships in history.</p> <p>Benchmark Standard: Represent and interpret data</p>

**Virtual History
Standards Correlations
(Continued)**

			<p>technological advances and cultural changes</p> <ul style="list-style-type: none"> the relationship between science and religion in ancient Egyptian culture 	<p>and chronological relationships from history, using timelines and narratives</p> <p>WORLD HISTORY:</p> <p>Common Curriculum Goal: Understand and interpret events, issues, and developments within and across eras of world history.</p> <p>Benchmark Standard: Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development.</p> <p>GRADE-LEVEL MAP: Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, and Greece. Civilizations are cultures considered to have reached a high level of social and cultural development, specifically in regard to the development and use of written language, advances in the arts and sciences, government, etc.</p> <ul style="list-style-type: none"> Mesopotamia: monotheism, alphabet. Egypt: architecture (pyramids, Sphinx), agricultural mastery (flood control), writing (hieroglyphs), religious beliefs (polytheism), paper (papyrus), mathematics. <p>GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues</p> <p>GRADE-LEVEL MAP: Analyze the distribution of natural resources in Europe and the Western Hemisphere. Analyze and give examples of the consequences of human impact on the physical environment, and evaluate ways in which technology influences human capacity to modify the physical environment.</p> <p>Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of Europe and the Americas.</p> <p>Know examples of human systems that have been developed in response to opportunities afforded by the environment.</p> <p>GRADE-LEVEL MAP: Identify major biomes (major ecological communities, such as rainforest, desert, grassland), and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by earth/sun relationships.</p> <p>Research the reasons for the locations of the major manufacturing and agricultural regions of Europe and the</p>
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**Virtual History
Standards Correlations
(Continued)**

				Americas, using a variety of information resources. Know the location of major mountain ranges (Himalayas, Andes, Rockies, Alps, Ural, African Rift, Atlas), deserts (Sahara, Gobi), rivers (Nile Amazon, Yangtze, and Mississippi), cultural regions (the Middle East and Latin America), and major countries (by continent) in the world in the context of history studied.
			<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>WORLD HISTORY: Common Curriculum Goal: Understand and interpret events, issues, and developments within and across eras of world history. Benchmark Standard: Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development. GRADE-LEVEL MAP: Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, and Greece. Civilizations are cultures considered to have reached a high level of social and cultural development, specifically in regard to the development and use of written language, advances in the arts and sciences, government, etc.</p> <ul style="list-style-type: none"> • Mesopotamia: monotheism, alphabet. • Egypt: architecture (pyramids, Sphinx), agricultural mastery (flood control), writing (hieroglyphs), religious beliefs (polytheism), paper (papyrus), mathematics.
			<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>Common Curriculum Goal: Interpret and reconstruct chronological relationships. Content Standard: Understand, represent, and interpret chronological relationships in history. Benchmark Standard: Represent and interpret data and chronological relationships from history, using timelines and narratives WORLD HISTORY: Common Curriculum Goal: Understand and interpret events, issues, and developments within and across eras of world history. Benchmark Standard: Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development. GRADE-LEVEL MAP: Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt,</p>

**Virtual History
Standards Correlations
(Continued)**

				<p>the Americas, and Greece. Civilizations are cultures considered to have reached a high level of social and cultural development, specifically in regard to the development and use of written language, advances in the arts and sciences, government, etc.</p> <ul style="list-style-type: none"> • Mesopotamia: monotheism, alphabet. • Egypt: architecture (pyramids, Sphinx), agricultural mastery (flood control), writing (hieroglyphs), religious beliefs (polytheism), paper (papyrus), mathematics. • Pre-Columbia America: Maya (trade, pyramids, astronomy, calendar); Inca (terracing, stone architecture, textiles), Aztec (calendar, trade routes, architecture, cities). • China: inventions and technological innovations (writing, paper, bronze); political organization (dynastic hierarchy); religious beliefs. <p>Greece: democracy, art, architecture, theater, science and medicine (Hippocrates), mathematics (geometry); military conquest (Alexander the Great), logic (Socrates).</p>
			<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>GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.</p> <p>Common Curriculum Goal: Understand economic, cultural, and environmental factors that influence changes in population and evaluate the consequences of the resulting increases or decreases in population.</p> <p>Content Standard: Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.</p> <p>Benchmark Standard: Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.</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. 	<p>CIVICS AND GOVERNMENT: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.</p> <p>Common Curriculum Goal: Analyze major political systems of the world.</p> <p>Content Standard: Understand that there are different ways for governments to be organized and to hold power.</p> <p>Benchmark Standard: Understand various forms of government.</p>

**Virtual History
Standards Correlations
(Continued)**

			<ul style="list-style-type: none"> • revolts and revolutions • the role and rights of Egyptian citizens of various classes 	<p>GRADE-LEVEL MAP: How governments have been organized; with examples from grade level content/case studies.</p> <p>Common Curriculum Goal: Analyze the concepts of political power, authority, conflict, and conflict management.</p> <p>GRADE-LEVEL MAP: Analyze the nature of war and conflicts, their resolution, and their effects on society (historical and contemporary examples). Know conflicts that have arisen regarding fundamental values and principles (conflicts between liberty and equality, conflicts between individual rights and the common good, conflicts between majority rule and minority rights).</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>HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.</p> <p>HISTORICAL SKILLS:</p> <p>Common Curriculum Goal: Interpret and reconstruct chronological relationships.</p> <p>Content Standard: Understand, represent, and interpret chronological relationships in history.</p> <p>Benchmark Standard: Represent and interpret data and chronological relationships from history, using timelines and narratives</p> <p>WORLD HISTORY:</p> <p>Common Curriculum Goal: Understand and interpret events, issues, and developments within and across eras of world history.</p> <p>Benchmark Standard: Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development.</p> <p>GRADE-LEVEL MAP: Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, and Greece. Civilizations are cultures considered to have reached a high level of social and cultural development, specifically in regard to the development and use of written language, advances in the arts and sciences, government, etc.</p> <ul style="list-style-type: none"> • Mesopotamia: monotheism, alphabet. • Egypt: architecture (pyramids, Sphinx), agricultural mastery (flood control), writing (hieroglyphs), religious beliefs (polytheism), paper (papyrus), mathematics. <p>GEOGRAPHY: Understand and use geographic skills</p>

**Virtual History
Standards Correlations
(Continued)**

				<p>and concepts to interpret contemporary and historical issues</p> <p>GRADE-LEVEL MAP: Analyze the distribution of natural resources in Europe and the Western Hemisphere. Analyze and give examples of the consequences of human impact on the physical environment, and evaluate ways in which technology influences human capacity to modify the physical environment. Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of Europe and the Americas. Know examples of human systems that have been developed in response to opportunities afforded by the environment.</p> <p>GRADE-LEVEL MAP: Identify major biomes (major ecological communities, such as rainforest, desert, grassland), and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by earth/sun relationships. Research the reasons for the locations of the major manufacturing and agricultural regions of Europe and the Americas, using a variety of information resources. Know the location of major mountain ranges (Himalayas, Andes, Rockies, Alps, Ural, African Rift, Atlas), deserts (Sahara, Gobi), rivers (Nile Amazon, Yangtze, and Mississippi), cultural regions (the Middle East and Latin America), and major countries (by continent) in the world in the context of history studied.</p>
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