

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
ARIZONA	http://www.ade.state.az.us/standards/sstudies/articulated/	Arizona Social Studies Standard articulated by grade 6, 7 and 8	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 	Strand 4: Geography Concept 1: The World in Spatial Terms PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images. PO 3. Interpret maps, charts, and geographic databases using geographic information. PO 4. Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map. PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation). Connect with: Strand 2 Concept 2 PO 2. Describe the factors that cause regions and places to change. Connect with: Strand 2 Concept 2 PO 3. Describe the interactions of people in different places and regions. Concept 4: Human Systems PO 1. Interpret the demographic structure of places and regions using a population pyramid. PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions. PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2 PO 4. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions. Connect with: Strand 2 Concept 2, 3, 4 PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women. Concept 5: Environment and Society PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration. PO 2. Describe the intended and unintended

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				<p>consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p> <p>Connect with: Strand 2 Concept 2</p> <p>PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.</p> <p>Concept 6: Geographic Applications</p> <p>PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.</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 2: World History</p> <p>Concept 2: Early Civilizations (Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)</p> <p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <p>b. Egypt (mummification, hieroglyphs, papyrus)</p> <p>PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.</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>Strand 2: World History</p> <p>Concept 2: Early Civilizations</p> <p>PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:</p> <p>a. farming methods</p> <p>b. domestication of animals</p> <p>c. division of labor</p> <p>d. geographic factors</p> <p>PO 5. Describe the religious traditions that helped shape the culture of the following ancient</p>

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				<p>civilizations: b. Egypt (i.e., belief in an afterlife) PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations b. Egypt (i.e., mummification, hieroglyphs, papyrus)</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>Concept 1: Research Skills for History PO 1. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. <i>Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</i> PO 8. Describe how archaeological research adds to our understanding of the past.</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>Strand 5: Economics Concept 1: Foundations of Economics PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others. PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making. PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2 PO 4. Compare how money, as opposed to barter, facilitates trade. PO 5. Explain how trade promoted economic growth throughout world regions.</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. 	<p>Strand 3: Civics/Government Concept 5: Government Systems of the World PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy</p>

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			<p>advisors, scribes, priests, etc.</p> <ul style="list-style-type: none"> • revolts and revolutions • the role and rights of Egyptian citizens of various classes 	<p>e. democracy f. anarchy Concept 2: Early Civilizations Strand 2: World History PO 4. Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy</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>Strand 2: World History Concept 2: Early Civilizations (Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].) PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages. PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: e. farming methods f. domestication of animals g. division of labor h. geographic factors Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1 PO 3. Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus- India Connect with: Strand 4 Concept 1, 2, 4, 5 PO 4. Compare the forms of government of the following ancient civilizations: c. Mesopotamia – laws of Hammurabi d. Egypt – theocracy e. China – dynasty Connect with: Strand 3 Concept 3, 5 PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p>

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				<p>a. Sumeria, India (i.e., polytheism) b. Egypt (i.e., belief in an afterlife) c. China (i.e., ancestor worship) d. Middle East (i.e., monotheism) PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations: a. Mesopotamia (i.e., laws of Hammurabi) b. Egypt (i.e., mummification, hieroglyphs, papyrus) c. China (i.e., silk, gun powder/fireworks, compass) d. Central and South America (i.e., astronomy, agriculture) Connect with: Strand 5 Concept 2 PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations. Connect with: Strand 4 Concept 2, 4, 5 Strand 5 Concept 2 PO 9. Identify the roles and contributions of individuals in the following ancient civilizations: a. Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great) b. Rome (i.e., Julius Caesar, Augustus) c. China (i.e., Qin Shi Huan Di, Confucius) d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)</p>
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