

**Master  
Virtual History  
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
ALASKA	<a href="http://www.eed.state.ak.us/ContentStandards/History.html">http://www.eed.state.ak.us/ContentStandards/History.html</a>	Alaska Content	<b>Geography</b> <ul style="list-style-type: none"> <li>• geography of Egypt</li> <li>• regional geography</li> <li>• location on a map</li> <li>• the importance of the Nile River, Mediterranean Sea, the desert and other key geographic features on the growth of the Egyptian civilization</li> </ul>	<p><b><u>Geography-A</u></b>  <b>A student should be able to make and use maps, globes and graphs to gather, analyze and report spatial (geographic) information. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. Use maps and globes to locate places and regions</li> </ol> <p><b><u>Geography-B</u></b>  <b>A student should be able to utilize, analyze and explain information about the human and physical features of places and regions. A student who meets the content stands should:</b></p> <ol style="list-style-type: none"> <li>1. know that places have distinctive geographic characteristics;</li> <li>2. analyze how places are formed, identified, named and characterized;</li> <li>5. describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;</li> <li>6. make informed decisions about where to live, work, travel and seek opportunities;</li> <li>7. understand that region is a distinct area defined by one or more cultural or physical features; and</li> <li>8. compare, contract and predict how places and regions change with time.</li> </ol> <p><b><u>Geography-C</u></b>  <b>A student should understand the dynamic and interactive natural forces that shape the earth's environments. A student who meets content standard should:</b></p> <ol style="list-style-type: none"> <li>1. analyze the operation of the earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle and tectonics;</li> <li>2. distinguish the functions, forces and dynamics of the physical processes that cause variations in natural regions; and</li> <li>3. recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments</li> </ol> <p><b><u>Geography-D</u></b>  <b>A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns and political units in the state, nation and world. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. know that the need for people to exchange goods,</li> </ol>

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				<p>services and ideas creates population centers, cultural interaction and transportation and communication links <b><u>Geography-E</u></b> <b>A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the contents standard should:</b></p> <ol style="list-style-type: none"> <li>1. understand how resources have been developed and used</li> <li>2. recognize and assess local, regional and global patterns of resource use</li> <li>3. understand the varying capacities of physical systems, such as watersheds to support human activity</li> <li>4. determine the influence of human perceptions on resource utilization and the environment</li> <li>5. analyze the consequences of human modification of the environment and evaluate the changing landscape; and</li> <li>6. evaluate the impact of physical hazards on human systems</li> </ol>
			<p><b>Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• the evolution of technology (e.g. irrigation, papermaking, metallurgy, and more)</li> <li>• the relationship between technological advances and cultural changes</li> <li>• the relationship between science and religion in ancient Egyptian culture</li> </ul>	<p><b><u>Geography-E</u></b> <b>A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the contents standard should:</b></p> <ol style="list-style-type: none"> <li>1. understand how resources have been developed and used</li> <li>5. analyze the consequences of human modification of the environment and evaluate the changing landscape</li> </ol> <p><b><u>History A</u></b> <b>A student should understand that history is a record of human experiences that links the past to the present and the future. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>6. know that cultural elements, including language, literature, the arts, customs and belief systems, reflect the ideas and attitudes of specific time and know how the cultural elements influence human interaction</li> <li>7. understand that history is dynamic and composed of key turning points</li> <li>8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and</li> <li>9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor</li> </ol> <p><b><u>History-B</u></b> <b>A student should understand historical themes through factual knowledge of time, places, ideas,</b></p>

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				<p><b>institutions, cultures, people and events. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <ul style="list-style-type: none"> <li>o human communities and their relationships with climate, subsistence base, resources, geography and technology;</li> </ul> </li> </ol>
			<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• meeting basic human needs of food, clothing and shelter</li> <li>• family life</li> <li>• religious beliefs</li> <li>• the arts</li> <li>• recreation</li> </ul>	<p><b><u>History A</u></b>  <b>A student should understand that history is a record of human experiences that links the past to the present and the future. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>6. know that cultural elements, including language, literature, the arts, customs and belief systems, reflect the ideas and attitudes of specific time and know how the cultural elements influence human interaction</li> <li>7. understand that history is dynamic and composed of key turning points</li> <li>8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and</li> <li>9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor</li> </ol> <p><b><u>History-B</u></b>  <b>A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: <ul style="list-style-type: none"> <li>o the origin and impact of ideologies, religions, and institutions upon human societies</li> </ul> </li> </ol>
			<p><b>Time,Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Age of Pyramids</li> <li>• planning and design of villages over time</li> <li>• contemporary world cultures</li> <li>• Egyptology and archeology today</li> </ul>	<p><b><u>History-A</u></b>  <b>A student should understand that history is a record of human experiences that links the past to the present and the future. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>6. know that cultural elements, including language, literature, the arts, customs and belief systems, reflect the ideas and attitudes of specific time and know how the cultural elements influence human interaction</li> <li>7. understand that history is dynamic and composed of key turning points</li> <li>8. know that history is a bridge to understanding groups</li> </ol>

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				<p>of people and an individual's relationship to society; and 9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor</p> <p><b><u>History-B</u></b>  <b>A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:             <ul style="list-style-type: none"> <li>o the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;</li> <li>o human communities and their relationships with climate, subsistence base, resources, geography and technology;</li> <li>o the origin and impact of ideologies, religions, and institutions upon human societies;</li> <li>o the consequences of peace and violent conflict to societies and their cultures;</li> <li>o major developments in societies as well as changing patterns related to class, ethnicity, race and gender</li> </ul> </li> <li>2. understand the people and the political, geographic, economic, cultural, social and environmental events that have shaped the history of the state, the United States and the world</li> </ol>
			<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• production (what and how)</li> <li>• acquisition and distribution of goods and services</li> <li>• consumption of goods and services (how and by whom)</li> <li>• local and regional trade</li> </ul>	<p><b><u>Geography-D</u></b>  <b>A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns and political units in the state, nation and world. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. know that the need for people to exchange goods, services and ideas creates population centers, cultural interaction and transportation and communication links</li> <li>2. recognize and assess local, regional and global patterns of resource use</li> <li>3. understand the varying capacities of physical systems, such as watersheds to support human activity</li> </ol>

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				<p>4. determine the influence of human perceptions on resource utilization and the environment</p> <p><b><u>Geography-E</u></b>  <b>A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the contents standard should:</b></p> <ol style="list-style-type: none"> <li>1. understand how resources have been developed and used</li> <li>4. determine the influence of human perceptions on resource utilization and the environment</li> <li>5. analyze the consequences of human modification of the environment and evaluate the changing landscape;</li> </ol>
			<p><b>Government and Civics</b></p> <ul style="list-style-type: none"> <li>• organization of Egyptian government (nature of centralized governments)</li> <li>• individual roles in Egyptian government, i.e. advisors, scribes, priests, etc.</li> <li>• revolts and revolutions</li> <li>• the role and rights of Egyptian citizens of various classes</li> </ul>	<p><b>GOVERNMENT AND CITIZENSHIP</b></p> <p><b>A. Student should know and understand how societies define authority, rights, and responsibilities through a governmental process.</b></p> <ol style="list-style-type: none"> <li>1. understand the necessity and purpose of government;</li> <li>2. understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;</li> </ol> <p><b><u>Geography-D</u></b>  <b>A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns and political units in the state, nation and world. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. know that the need for people to exchange goods, services and ideas creates population centers, cultural interaction and transportation and communication links</li> </ol> <p><b><u>History-A</u></b></p> <p><b>A student should understand that history is a record of human experiences that links the past to the present and the future. A student who meets the</b></p>

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			<p><b>Global Connections</b></p> <ul style="list-style-type: none"> <li>• advancement of other civilizations during the ancient Egyptian era</li> <li>• regional politics</li> </ul>	<p><b>Geography-D</b>  <b>A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns and political units in the state,</b></p>

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			<ul style="list-style-type: none"> <li>• diplomacy and warfare</li> <li>• trade</li> </ul>	<p><b>nation and world. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. know that the need for people to exchange goods, services and ideas creates population centers, cultural interaction and transportation and communication links</li> </ol> <p><b><u>Geography-E</u></b></p> <p><b>A student should understand and be able to evaluate how humans and physical environments interact. A student who meets the contents standard should:</b></p> <ol style="list-style-type: none"> <li>1. understand how resources have been developed and used</li> <li>2. recognize and assess local, regional and global patterns of resource use</li> <li>3. understand the varying capacities of physical systems, such as watersheds to support human activity</li> <li>4. determine the influence of human perceptions on resource utilization and the environment</li> <li>5. analyze the consequences of human modification of the environment and evaluate the changing landscape; and</li> <li>6. evaluate the impact of physical hazards on human systems</li> </ol> <p><b><u>History-B</u></b></p> <p><b>A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events. A student who meets the content standard should:</b></p> <ol style="list-style-type: none"> <li>1. comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:             <ul style="list-style-type: none"> <li>○ the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;</li> <li>○ human communities and their relationships with climate, subsistence base, resources, geography and technology;</li> <li>○ the origin and impact of ideologies, religions, and institutions upon human societies;</li> <li>○ the consequences of peace and violent conflict to societies an their cultures;</li> <li>○ major developments in societies as well as changing patterns related to class, ethnicity, race and gender</li> </ul> </li> <li>2. understand the people and the political, geographic, economic, cultural, social and environmental events that have shaped the history of</li> </ol>
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