

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
ARKANSAS	http://arkedu.state.ar.us/curriculum/benchmarks.html#Social	Arkansas Social Studies Standards for Grades 5-8 drawing on statements from the National Council for the Social Studies; the National Center for History in Schools; the National Geography Standards; the National Standards for Economics Education 2002	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><u>Strand 2: People, Places & Environments</u> The study of people, places and human-environmental interactions assists students as they create their spatial views and geographic knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by regions? How do landforms change? What implications do these changes have for people? This strand also includes the study of individuals and groups within cultures i.e. Systems of beliefs, knowledge, values and traditions.</p> <p><u>Content Standard 1: The students will demonstrate and understanding that people, cultures and systems are connected and that commonalities and diversities exist among them.</u></p> <p>PPE.1.6. Use appropriate methods and tools, such as field studies, simulations, interactive technologies, maps, globes, literature and primary sources, to compare cultural perspectives</p> <p><u>Content Standard 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.</u></p> <p>PPE.2.1. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts and oceans and explain their relationships within the ecosystems</p> <p>PPE.2.2. Apply a knowledge of the major processes (e.g., weathering, volcanism, etc.) shaping natural environments in the world's sub- regions</p> <p>PPE.2.3. Analyze how humans have altered and been affected by physical environments in the world's sub-regions</p> <p>PPE.2.4. Identify and interpret physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural diffusion, values, ideas and ecosystem changes</p>
			Science & Technology <ul style="list-style-type: none"> • the evolution of technology (e.g. irrigation, papermaking, metallurgy, and more) • the relationship between 	<p><u>Strand 1: Time, Continuity and Change</u></p> <p><u>Content Standard 2: Students will demonstrate an understanding of how ideas, events and conditions bring about change.</u></p> <p>TCC.2.2. Investigate how political events, technological changes and cultural diffusion have affected and been affected by literature, language and the arts</p> <p><u>Strand 2: People, Places & Environments</u> The study of people, places and human-environmental</p>

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			<p>technological advances and cultural changes</p> <ul style="list-style-type: none"> the relationship between science and religion in ancient Egyptian culture 	<p>interactions assists students as they create their spatial views and geographic knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by regions? How do landforms change? What implications do these changes have for people? This strand also includes the study of individuals and groups within cultures i.e. Systems of beliefs, knowledge, values and traditions.</p> <p><u>Content Standard 1: The students will demonstrate and understanding that people, cultures and systems are connected and that commonalities and diversities exist among them.</u></p> <p>PPE.1.5. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values and behavior contribute to the development, transmission and diffusion of cultures and ideas</p> <p><u>Content Standard 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.</u></p> <p>PPE.2.3. Analyze how humans have altered and been affected by physical environments in the world's sub-regions</p> <p>PPE.2.4. Identify and interpret physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural diffusion, values, ideas and ecosystem changes</p> <p><u>Strand 3: Production, Distribution and Consumption</u> Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital and management)?</p> <p><u>Content Standard 1: Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making</u></p> <p>PDC.1.2. Explore and explain how changes in areas such as technology, transportation and communication affect economic activity</p> <p>PDC.1.3. Analyze how individuals, governments and societies deal with scarcity</p>
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				<p>PDC.1.5. Demonstrate understanding of scarcity and choice by using appropriate methods, research techniques, and tools, such as field studies, simulations, interactive technologies, charts, maps, graphs, statistics and primary sources</p> <p>PDC.1.6. Demonstrate how limited resources necessitate decision making</p> <p><u>Strand 5: Social Studies Processes & Skills</u> Each academic discipline has its own unique research and inquiry methodology. For example, geographers use geographic methods to answer questions about people, places and the environment.</p> <p><u>Content Standard 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening and problem solving</u></p> <p>SSPS.1.1. Analyze concepts of the social sciences using a variety of methods, such as simulations, field studies, debates, presentations, projects, portfolios, etc.</p> <p>SSPS.1.2. Combine historical methodology and evaluation of evidence to understand the difference between fact and opinion</p> <p><u>Content Standard 2: Students will demonstrate the ability to use the tools of the social sciences</u></p> <p>SSPS.2.1. Analyze concepts of the social sciences using a variety of methods, such as simulations, field studies, debates, presentations, projects, portfolios, etc.</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><u>Strand 2: People, Places & Environments</u> The study of people, places and human-environmental interactions assists students as they create their spatial views and geographic knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by regions? How do landforms change? What implications do these changes have for people? This strand also includes the study of individuals and groups within cultures i.e. Systems of beliefs, knowledge, values and traditions</p> <p><u>Content Standard 1: The students will demonstrate and understanding that people, cultures and systems are connected and that commonalities and diversities exist among them.</u></p>

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				<p>PPE.1.2. Demonstrate an understanding that one’s identity is connected to ideas and traditions from the past and from other cultures</p> <p>PPE.1.3. Compare commonalities and differences in the ways groups, societies and cultures meet human needs and concerns</p> <p>PPE.1.4. Examine primary and secondary sources and experiences to understand historical and cultural perspectives</p> <p>PPE.1.5. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values and behavior contribute to the development, transmission and diffusion of cultures and ideas</p> <p>PPE.1.6 Use appropriate methods and tools, such as field studies, simulations, interactive technologies, maps, globes, literature and primary sources, to compare cultural perspectives</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><u>Strand 1: Time, Continuity and Change</u> Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer such questions as: Who am I? What happened in past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does or personal sense of relatedness to the past change?</p> <p><u>Content Standard 1: Students will demonstrate an understanding of the chronology and concepts of history and identify and explain historical relationships.</u></p> <p>TCC.1.1. Use chronological order to explain the cause and effect of events throughout history.</p> <p>TCC.1.2. Analyze how past decisions and events affect subsequent decisions or events throughout the world.</p> <p><u>Content Standard 2: Students will demonstrate an understanding of how ideas, events and conditions bring about change.</u></p> <p>TCC.2.1. Demonstrate an understanding of continuity and change in the state, nation and world.</p> <p>TCC.2.2. Investigate how political events, technological changes and cultural diffusion have affected and been affected by literature, language and the arts.</p>

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			<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><u>Strand 2: People, Places & Environments</u> The study of people, places and human-environmental interactions assists students as they create their spatial views and geographic knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by regions? How do landforms change? What implications do these changes have for people? This strand also includes the study of individuals and groups within cultures i.e. Systems of beliefs, knowledge, values and traditions</p> <p><u>Content Standard 1: The students will demonstrate and understanding that people, cultures and systems are connected and that commonalities and diversities exist among them.</u></p> <p>PPE.1.2. Demonstrate an understanding that one’s identity is connected to ideas and traditions from the past and from other cultures</p> <p>PPE.1.3. Compare commonalities and differences in the ways groups, societies and cultures meet human needs and concerns</p> <p>PPE.1.4. Examine primary and secondary sources and experiences to understand historical and cultural perspectives</p> <p>PPE.1.5. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values and behavior contribute to the development, transmission and diffusion of cultures and ideas</p> <p>PPE.1.6 Use appropriate methods and tools, such as field studies, simulations, interactive technologies, maps, globes, literature and primary sources, to compare cultural perspectives</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 	<p><u>Strand 1: Time, Continuity and Change</u> Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer such questions as: Who am I? What happened in past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does or personal sense of relatedness to the past change?</p> <p><u>Content Standard 1: Students will demonstrate an understanding of the chronology and concepts of history and identify and explain historical</u></p>

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			<ul style="list-style-type: none"> the role and rights of Egyptian citizens of various classes 	<p>relationships.</p> <p>TCC.1.1. Use chronological order to explain the cause and effect of events throughout history.</p> <p>TCC.1.2. Analyze how past decisions and events affect subsequent decisions or events throughout the world.</p> <p>Content Standard 2: Students will demonstrate an understanding of how ideas, events and conditions bring about change.</p> <p>TCC.2.1. Demonstrate an understanding of continuity and change in the state, nation and world.</p> <p>TCC.2.2. Investigate how political events, technological changes and cultural diffusion have affected and been affected by literature, language and the arts.</p> <p>Strand 2: People, Places & Environments</p> <p>The study of people, places and human-environmental interactions assists students as they create their spatial views and geographic knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by regions? How do landforms change? What implications do these changes have for people? This strand also includes the study of individuals and groups within cultures i.e. Systems of beliefs, knowledge, values and traditions</p> <p>Content Standard 1: The students will demonstrate and understanding that people, cultures and systems are connected and that commonalities and diversities exist among them.</p> <p>PPE.1.2. Demonstrate an understanding that one's identity is connected to ideas and traditions from the past and from other cultures</p> <p>PPE.1.3. Compare commonalities and differences in the ways groups, societies and cultures meet human needs and concerns</p> <p>PPE.1.4. Examine primary and secondary sources and experiences to understand historical and cultural perspectives</p> <p>PPE.1.5. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values and behavior contribute to the development, transmission and diffusion of cultures and ideas</p> <p>PPE.1.6 Use appropriate methods and tools, such as field studies, simulations, interactive technologies,</p>
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				<p>maps, globes, literature and primary sources, to compare cultural perspectives</p> <p><u>Strand 4: Power, Authority & Governance</u> Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary US Society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used and justified? What is legitimate authority? How are governments created, structured, maintained and changed?</p> <p><u>Content Standard 1: Students will demonstrate and understanding of ideals, rights and responsibilities of participating in a democratic society</u> PAG.1.1. Recognize and develop a concept of one's role as a participant in a larger community PAG.1.2. Demonstrate responsible citizenship and function as a productive member of local, state and national communities PAG.1.4. Examine the contribution of the arts, literature, media, technology and languages in fostering cooperation and perpetuating conflict</p> <p><u>Content Standard 2: Students will demonstrate an understanding of the commonalities and differences of various systems of government</u> PAG.2.2. Analyze conflict and methods of conflict resolution by using such activities as simulations and role play PAG.2.4. Compare systems of government and their basis of power PAG.2.5. Understand the organization, function and operation of local, state and national governments and simulate methods of influencing policy PAG.2.6. Analyze the characteristics of effective leadership from both historical and contemporary perspectives</p>
			<p>Global Connections</p> <ul style="list-style-type: none"> • advancement of other civilizations during the ancient Egyptian era • regional politics • diplomacy and 	<p><u>Strand 2: People, Places & Environments</u> The study of people, places and human-environmental interactions assists students as they create their spatial views and geographic knowledge, skills and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by regions? How do landforms</p>

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