

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
COLORADO	http://www.cde.state.co.us/cdeassess/documents/OLR/k12_standards.html	Colorado Model Content History Standards 1-6 -and- Colorado Model Content Geography Standards 1-6	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 	<u>Geography - Standard 1</u> Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places and environments <ol style="list-style-type: none"> 1.1 Students know how to use maps, globes and other geographic tools to acquire, process and report information from a spatial perspective 1.2 Students develop knowledge of Earth to locate people, places and environments 1.3 Students know how to analyze the dynamic spatial organization of people, places and environments <u>Geography - Standard 2</u> Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change <ol style="list-style-type: none"> 2.1 Students know the physical and human characteristics of places 2.2 Students know how and why people define regions 2.3 Students know how culture and experience influence people's perceptions of places and regions <u>Geography – Standard 6</u> Students apply knowledge of people, places and environments to understand the past and present and plan for the future <ol style="list-style-type: none"> 6.1 Students know how to apply geography to understand the past 6.2 Students know how to apply geography to understand the present and plan for the future
			Science & Technology <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 	<u>History Standard 4</u> Students understand how science, technology and economic activity have developed, changed and affected societies throughout history <ol style="list-style-type: none"> 4.1 Students understand the impact of scientific and technological developments on individuals and societies 4.2 Students understand how economic factors have influenced historical events 4.3 Students understand the historical development and know the characteristics of various economic systems <u>History – Standard 6</u> Students how that religious and philosophical ideas have been powerful forces throughout history

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			ancient Egyptian culture	<p>6.1 Students know the historical development of religions and philosophies</p> <p>6.2 Students know how societies have been affected by religions and philosophies</p> <p>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas</p> <p>6.4 Students know the historical development of religions and philosophies</p> <p>6.5 Students know how societies have been affected by religions and philosophies</p> <p>6.6 Students know how various forms of expression reflect religious beliefs and philosophical ideas</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>History – Standard 6</p> <p>Students how that religious and philosophical ideas have been powerful forces throughout history</p> <p>6.1 Students know the historical development of religions and philosophies</p> <p>6.2 Students know how societies have been affected by religions and philosophies</p> <p>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas</p> <p>6.4 Students know the historical development of religions and philosophies</p> <p>6.5 Students know how societies have been affected by religions and philosophies</p> <p>6.6 Students know how various forms of expression reflect religious beliefs and philosophical ideas</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>History – Standard 1</p> <p>Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships</p> <p>1.1 Students know the general chronological order of events and people in history</p> <p>1.2 Students use chronology to organize historical events and people</p> <p>1.3 Students use chronology to examine and explain historical relationships</p> <p>History – Standard 2</p> <p>2.1 Students know how to formulate questions and</p>

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				<p>hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses</p> <p>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information</p> <p>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives</p> <p>History – Standard 3 Students understand that societies are diverse and have changed over time</p> <p>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples</p> <p>3.2 Students understand the history of social organization in various societies</p> <p>History – Standard 5 Students understand political institutions and theories that have developed and changed over time</p> <p>5.2 Students know how various systems of government have developed and functioned throughout history</p> <p>5.3 Students know how political power has been acquired, maintained, used and or lost throughout history</p> <p>5.4 Students know the history of relationships among different political powers and the development of international relations</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>History Standard 4 Students understand how science, technology and economic activity have developed, changed and affected societies throughout history</p> <p>4.1 Students understand the impact of scientific and technological developments on individuals and societies</p> <p>4.2 Students understand how economic factors have influenced historical events</p> <p>4.3 Students understand the historical development and know the characteristics of various economic systems</p>
			<p>Government and Civics</p> <ul style="list-style-type: none"> • organization of 	<p>History – Standard 1 Students understand the chronological organization of</p>

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			<p>Egyptian government (nature of centralized governments)</p> <ul style="list-style-type: none"> • 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>history and know how to organize events and people into major eras to identify and explain historical relationships</p> <p>1.1 Students know the general chronological order of events and people in history</p> <p>1.2 Students use chronology to organize historical events and people</p> <p>1.3 Students use chronology to examine and explain historical relationships</p> <p><u>History – Standard 2</u></p> <p>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses</p> <p>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information</p> <p>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives</p> <p><u>History – Standard 3</u></p> <p>Students understand that societies are diverse and have changed over time</p> <p>3.3 Students know how various societies were affected by contacts and exchanges among diverse peoples</p> <p>3.4 Students understand the history of social organization in various societies</p> <p><u>History – Standard 5</u></p> <p>Students understand political institutions and theories that have developed and changed over time</p> <p>5.2 Students know how various systems of government have developed and functioned throughout history</p> <p>5.3 Students know how political power has been acquired, maintained, used and or lost throughout history</p> <p>5.5 Students know the history of relationships among different political powers and the development of international relations</p> <p><u>History – Standard 6</u></p> <p>Students know that religious and philosophical ideas have been powerful forces throughout history</p> <p>6.1 Students know the historical development of religions and philosophies</p> <p>6.2 Students know how societies have been affected by</p>
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				<p>religions and philosophies</p> <p>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas</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><u>History – Standard 1</u> Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships</p> <p>1.1 Students know the general chronological order of events and people in history</p> <p>1.2 Students use chronology to organize historical events and people</p> <p>1.3 Students use chronology to examine and explain historical relationships</p> <p><u>History – Standard 2</u> 2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses</p> <p>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information</p> <p>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives</p> <p><u>History – Standard 3</u> Students understand that societies are diverse and have changed over time</p> <p>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples</p> <p>3.2 Students understand the history of social organization in various societies</p>