

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
CONNECTICUT	http://www.state.ct.us/de/dtl/curriculum/frsocst.pdf	State of Connecticut Social Studies Curriculum Framework	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 - Through the study of: Places and Regions - Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions</p> <ul style="list-style-type: none"> • describe human and natural characteristics of places and how they shape or place identity • describe the process and impact of regional change • examine ways in which regions are interconnected • identify and evaluate various perspectives associated with places and regions • explain and assess how culture affects perception of places and regions • use latitude and longitude to locate places and calculate differences between places • locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions <p>Human Systems – Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world</p> <ul style="list-style-type: none"> • explain the patterns and characteristics of human migrations at various levels • explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration • analyze the formation, characteristics and functions of urban, suburban and rural settlements • identify processes that divide Earth's surface

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				<p>into different political and economic units from local to international levels</p> <p>Human and Environmental Interaction – Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions</p> <ul style="list-style-type: none"> • use maps, globes, models, graphs, charts and databases to analyze distributions and patterns • describe human and natural characteristics of places and how they shape or place identity • demonstrate and explain ways that humans depend on, adapt to alter the physical environment • identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities <p>Physical Systems – Students will use spatial perspective to explain the physical processes that shape the Earth’s surface and its ecosystems</p> <ul style="list-style-type: none"> • understand how concepts of physical geography can be applied to explain natural processes • understand and apply how natural processes influence the formation and location of resources • use basic climatic and other physical data to understand how natural processes shape environmental patterns • explain local and world patterns of ecosystem distribution
			<p>Science & Technology</p> <ul style="list-style-type: none"> • the evolution of technology (e.g. irrigation, papermaking, metallurgy, and more) 	<p>History - Through the study of United States and world history:</p> <p>Historical Themes – Students will apply their understanding of historical periods, issues and trends to examine such historical theses as ideals, beliefs and institutions; conflict and</p>

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			<ul style="list-style-type: none"> • the relationship between technological advances and cultural changes • the relationship between science and religion in ancient Egyptian culture 	<p>conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is</p> <ul style="list-style-type: none"> • explain the significance of achievements of selected individual scientists and inventors from around the world and various periods <p><u>World History</u></p> <ul style="list-style-type: none"> ➤ the beginnings of human society ➤ early civilizations and the emergence of pastoral peoples (4000 BCE – 1000 BCE) ➤ classical traditions, major religions and the giant empires (1000 BCE – 300 CE) <ul style="list-style-type: none"> • demonstrate in-depth understanding of selected events representing major trends in world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE) <p><u>Economics – Through the study of:</u></p> <p>Limited Resources – Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices</p> <ul style="list-style-type: none"> • compare the resources used by various cultures, countries and/or regions throughout the world • explain that households, businesses, governments and societies face scarcity just as individuals do • explain how technological change and innovation improves a society’s productivity and economic growth <p>Economic Systems – Students will demonstrate that various economic systems</p>
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				<p>coexist, and that economic decisions are made by individuals and/or governments, influenced</p> <p>Geography - Through the study of: Human and Environmental Interaction – Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions</p> <ul style="list-style-type: none"> • demonstrate and explain ways that humans depend on, adapt to alter the physical environment • identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities
			<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 - Through the study of United States and world history:</p> <p>Historical Themes – Students will apply their understanding of historical periods, issues and trends to examine such historical theses as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is</p> <ul style="list-style-type: none"> • describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.
			<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>World History</p> <ul style="list-style-type: none"> ➤ the beginnings of human society ➤ early civilizations and the emergence of pastoral peoples (4000 BCE – 1000 BCE) ➤ classical traditions, major religions and the giant empires (1000 BCE – 300 CE) <ul style="list-style-type: none"> • demonstrate in-depth understanding of selected events representing major trends in world history (e.g., emergence of new centers of agrarian

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				<p style="text-align: right;">society in the 3rd and 2nd millennia BCE):</p> <p>Historical Themes – Students will apply their understanding of historical periods, issues and trends to examine such historical theses as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is</p> <ul style="list-style-type: none"> ➤ explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position ➤ describe the emergence of select governmental systems, principles and institutions <ul style="list-style-type: none"> •
			<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>Economics</u> – Through the study of:</p> <p>Limited Resources – Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices</p> <ul style="list-style-type: none"> • compare the resources used by various cultures, countries and/or regions throughout the world • explain that households, businesses, governments and societies face scarcity just as individuals do • explain how technological change and innovation improves a society’s productivity and economic growth <p>Economic Systems – Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced</p> <p>Human Systems – Students will interpret spatial patterns of human</p>

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				<p>migration, economic activities and political units in Connecticut, the nation and the world</p> <ul style="list-style-type: none"> • explain the patterns and characteristics of human migrations at various levels • explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration • analyze the formation, characteristics and functions of urban, suburban and rural settlements <p>Content Standard 14</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 • the role and rights of Egyptian citizens of various classes 	<p>History - Through the study of United States and world history:</p> <p>Historical Thinking – Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation</p> <p>Local, United States and World History – World History</p> <ul style="list-style-type: none"> ➤ the beginnings of human society ➤ early civilizations and the emergence of pastoral peoples (4000 BCE – 1000 BCE) ➤ classical traditions, major religions and the giant empires (1000 BCE – 300 CE) <ul style="list-style-type: none"> • demonstrate in-depth understanding of selected events representing major trends in world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia <p>Historical Themes – Students will apply their understanding of historical periods, issues and trends to examine such historical</p>

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				<p>theses as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is</p> <ul style="list-style-type: none"> • explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position • describe the emergence of select governmental systems, principles and institutions • describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy) • describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc. <p>Applying History – Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live</p> <p><u>Civics and Government</u> Through the study of:</p> <p>Political Systems – Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority</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</u> - Through the study of United States and world history:</p> <p>Historical Thinking – Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation</p> <p>Local, United States and World History –</p>

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				<p>World History</p> <ul style="list-style-type: none"> ➤ the beginnings of human society ➤ early civilizations and the emergence of pastoral peoples (4000 BCE – 1000 BCE) ➤ classical traditions, major religions and the giant empires (1000 BCE – 300 CE) <ul style="list-style-type: none"> • demonstrate in-depth understanding of selected events representing major trends in world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia <p>Historical Themes – Students will apply their understanding of historical periods, issues and trends to examine such historical theses as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is</p> <ul style="list-style-type: none"> • explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position • describe the emergence of select governmental systems, principles and institutions • describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy) • describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc. <p>Applying History – Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live</p>
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