

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
DELAWARE	http://www.doe.state.de.us/standards/Social_studies/ss_toc.html	State of Delaware Social Studies Curriculum Framework June 1995 Grades 6-8	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 	<p><u>Geography 6-8</u> Standard One Students will develop a personal geographic framework, or “mental map”, and understand the uses of maps and other geo-graphics (MAPS)</p> <ul style="list-style-type: none"> • Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements <p>Standard Two Students will develop a knowledge of the ways humans modify and respond to the natural environment</p> <ul style="list-style-type: none"> • Students will apply knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world’s sub regions <p>Standard Three Students will develop an understanding of the diversity of human culture and the unique nature of places</p> <ul style="list-style-type: none"> • Students will identify and explain the major patterns of human activity in the world’s sub-regions. Sample activity – <i>Using thematic maps of religion, language, political affiliation and economic activity to identify places with similar culture, students could draw boundaries around these places and explain the origin of these distinct cultures</i> <p>Standard Four Students will understand the processes affecting the location of economic activities in different world regions Students will explain how conflict and cooperation among people contributes to the division of the Earth’s surface into distinctive cultural regions and political territories Sample Activity – <i>Students might map the location of different types of economic activities (agriculture, industry, services) and draw boundary lines to decide where the regions of common economic activity are found. They could then speculate about the sorts of exchanges of goods and materials which might occur between these economic regions, and the routes and types of transportation used</i></p>
			Science & Technology <ul style="list-style-type: none"> • the evolution of technology (e.g. 	<u>Economics 6-8</u> Standard One Students will analyze the potential costs and benefits of

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			<p>irrigation, papermaking, metallurgy, and more)</p> <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>personal economic choices in a market economy</p> <ul style="list-style-type: none"> • Students will analyze how changes in technology, costs and demand interact in competitive markets to determine or change the price of goods and services <p>Standard Two Students will examine the interaction of individuals, families, communities, businesses and governments in a market economy</p> <ul style="list-style-type: none"> • Students will analyze the role of money and banking in the economy and the ways in which government taxes and spending affect the functioning of market economies <p>Standard Three Students will understand different types of economic systems and how they change</p> <ul style="list-style-type: none"> • Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values <p>Geography 6-8 Standard Two Students will develop a knowledge of the ways humans modify and respond to the natural environment</p> <ul style="list-style-type: none"> • Students will apply knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub regions <p>History 6-8 Standard Two Students will gather, examine and analyze historical data</p> <ul style="list-style-type: none"> • Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena • Students will examine historical documents, artifacts and other materials and analyze them in terms of credibility, as well as purpose, perspective or point of view for which they were constructed <p style="text-align: right;">Sample Activity – <i>After examining representative samples of poetry, folk-tales, drama or literature from several different world civilizations (or from one society at different periods), students might analyze them for similarities in theme and structure.</i></p>
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				<p>Sample Activity – This activity lends itself to a greater theme of exploring the commonalities of different cultures Sample Activity – Students might examine the philosophy, literature, religion, and artwork of an ancient civilization and look for persistent themes and influences on the modern world</p> <p>Standard Three Students will interpret historical data Students will compare different historians' descriptions of same societies in order to examine how the choice of questions Sample Activity – Students might read explanations for the decline and fall of the Egyptian Dynasties</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 6-8 History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>Standard Four Students will develop historical knowledge of major events and phenomena in world history</p> <ul style="list-style-type: none"> • Students will develop an understanding of ancient and medieval world history and the continuing influence of major civilizations <p>Sample Activity – Students might be asked to compare the relationship of government and religion in two or more major civilizations (Egypt, Roman Empire, China, Islamic Arab, etc.) and suggest specific reasons why different majority religions might have different relationships to the secular organization of the civilization</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- GRADES 6-8 History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect. History Standard Three: Students will interpret historical data [Interpretation].</p>

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				<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> --The beginnings of human society --Early civilizations and pastoral peoples (4,000-1,000 BC) --Classical traditions, major religions, and great empires (1,000 BC-300 AD) --Expanding zones of exchange and encounter (300-1,000 AD) --Intensified hemispheric interactions (1,000-1,500 AD)
			<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>ECONOMICS - GRADES 6-8</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>6-8: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.</p> <p>Economics Standard Three: Students will understand different types of economic systems and how they change [Economic systems].</p> <p>6-8: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p>Economics Standard Four: Students will examine the patterns and results of international trade [International trade].</p> <p>6-8: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>
			<p>Government and Civics</p> <ul style="list-style-type: none"> • organization of Egyptian government (nature of centralized governments) 	<p>CIVICS - GRADES 6-8</p> <p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p>6-8: Students will understand that governments have the</p>

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			<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>power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war HISTORY- GRADES 6-8 History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 6-8: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect. History Standard Two: Students will gather, examine, and analyze historical data [Analysis]. 6-8: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.</p> <p>6-8: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</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>History 6-8 History Standard Three: Students will interpret historical data [Interpretation]. History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. 6-8: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including: --The beginnings of human society --Early civilizations and pastoral peoples (4,000-1,000 BC) --Classical traditions, major religions, and great empires (1,000 BC-300 AD) --Expanding zones of exchange and encounter (300-1,000 AD) --Intensified hemispheric interactions (1,000-1,500 AD)</p>