

**Master  
Virtual History  
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Illinois	<a href="http://www.isbe.net/ils/social_science/standards.htm">http://www.isbe.net/ils/social_science/standards.htm</a>	Illinois Learning Standards-Social Science	<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-State Goal 17:</u></b> Understand world geography and the effects of geography on society with emphasis on the United States</p> <p><b>A. Locate, describe and explain places and features on Earth</b>  <b><u>Middle/Junior High School</u></b>  <b>17.A.3a</b> Explain how people use geographic markers to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water)</p> <p><b>B. Analyze and explain characteristics and interactions of the Earth's physical systems</b>  <b><u>Late Elementary</u></b>  <b>17.B.2a</b> Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement  <b>17.B.2b</b> Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra  <b><u>Middle/Junior High School</u></b>  <b>17.B.3a</b> Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources</p> <p><b>C. Understand relationships between geographic factors and society</b>  <b><u>Late Elementary</u></b>  <b>17.C.2a</b> Describe how natural events in the physical environment affect human activities  <b>17.C.2b</b> Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications)  <b>17.C.2c</b> Explain how human activity affects the environment  <b><u>Middle/Junior High School</u></b>  <b>17.C.3a</b> Explain how human activity is affected by geographic factors  <b>17.C.3b</b> Explain how patterns of resources are used throughout the world  <b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth</p>

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				<p><b>D. Understand the historical significance of geography</b>  <u>Late Elementary</u>  <b>17.D.2a</b> Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time  <u>Middle/Junior High School</u>  <b>17.D.3a</b> Explain how and why spatial patterns of settlement change over time  <b>17.D.3b</b> Explain how interactions of geographic factors have shaped present conditions  <b>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>  <b>E. Understand Illinois, United States and world environmental history.</b>  <b>16.E.3a (W)</b> Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE</p>
			<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>Social Systems–State Goal 18</b>  <b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions</b>  <u>Middle/Junior High School</u>  <b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture  <b>History-State Goal 16: Late Elementary</b>  <b>C. Understand the development of economic systems</b>  <b>16.C.2a (World History)</b> Describe the economic consequences of the first agricultural revolution 4000 BCE-1000 BCE  <b>16.C.2b (World History)</b>  Describe the basic economic systems of the world’s great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE – 500 CE   <b>E. Understand Illinois, United States and world environmental history</b>  <u>Late Elementary</u>  <b>16.E.2a (World History)</b>  Describe how people in hunting and gathering and early pastoral societies adapted to their respective</p>

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				<p>environments  <b><u>Middle/Junior High School</u></b>  <b>16.E.3a (World History)</b>  Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 – 1000 BCE</p> <p><b><u>Social Systems–State Goal 18</u></b>  <b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions</b>  <b><u>Middle/Junior High School</u></b>  <b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture</p>
			<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>Social Systems–State Goal 18</u></b>  <b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions</b>  <b><u>Middle/Junior High School</u></b>  <b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture</p> <p><b>B. Understand the roles and interactions of individuals and groups in society</b>  <b><u>Late Elementary</u></b>  <b>18.B.2b</b> Describe the ways in which institutions meet the needs of society  <b><u>Middle/Junior High School</u></b> <b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions  <b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture</p>
			<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-State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations</u></b></p> <p><b>A. Apply the skills of historical analysis and interpretation</b>  <b><u>Late Elementary</u></b>  <b>16.A.2b</b> Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present  <b>16.A.2c</b> Ask questions and seek answers by collecting</p>

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				<p>and analyzing data from historic documents, images and other literary and non-literary sources</p> <p><b><u>Middle/Junior High School</u></b></p> <p><b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts)</p> <p><b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources</p>
			<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>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</b></p> <p><b>D. Understand trade as an exchange of goods or services.</b></p> <p><b>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.</b></p> <p><b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.</p> <p><b>15.D.3c</b> Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>
			<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><u>History-State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations</u></b></p> <p><b>A. Apply the skills of historical analysis and interpretation</b></p> <p><b><u>Late Elementary</u></b></p> <p><b>16.A.2b</b> Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present</p> <p><b>16.A.2c</b> Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources</p> <p><b><u>Middle/Junior High School</u></b></p> <p><b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts)</p> <p><b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources</p> <p><b>B. Understand the development of significant political events</b></p> <p><b><u>Late Elementary</u></b></p>

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				<p><b>16.B.2a (World History)</b> Describe the historical development of monarchies, oligarchies and city states in ancient civilizations</p> <p><b><u>Social Systems–State Goal 18</u></b>  <b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions</b>  <b><u>Middle/Junior High School</u></b>  <b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture</p> <p><b>B. Understand the roles and interactions of individuals and groups in society</b>  <b><u>Late Elementary</u></b>  <b>18.B.2b</b> Describe the ways in which institutions meet the needs of society  <b><u>Middle/Junior High School</u></b> <b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions  <b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture</p>
			<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> <li>• diplomacy and warfare</li> <li>• trade</li> </ul>	<p><b>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</b></p> <p><b>D. Understand trade as an exchange of goods or services.</b>  <b>15.D.3a</b> Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.  <b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.</p> <p><b><u>Social Systems–State Goal 18</u></b>  <b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions</b>  <b><u>Middle/Junior High School</u></b>  <b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture</p> <p><b>B. Understand the roles and interactions of individuals and groups in society</b>  <b><u>Late Elementary</u></b>  <b>18.B.2b</b> Describe the ways in which institutions meet the needs of society</p>

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				<b>Middle/Junior High School 18.B.3a</b> Analyze how individuals and groups interact with and within institutions <b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture
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