

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
KENTUCKY	http://www.education.ky.gov/KDE/	Social Studies – Middle Level (7 th Grade) <i>Combined Curriculum Document</i> Last updated on Tuesday, November 16, 2004	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 	Geography Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations. Program of Studies SS-7-G-1 Students will recognize the importance of physical environment (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations. Core Content for Assessment SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade). SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development. SS-M-4.4.4 Individual perspectives impact the use of natural resources (e.g., watering lawns, planting gardens, recycling paper).
			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 ancient Egyptian culture 	Geography Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations. Program of Studies SS-7-G-2 Students will examine how technology influences modifications of the physical environment. Core Content for Assessment SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features. SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available. SS-M-4.4.1 Technology assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area). Historical Perspective Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. Program of Studies SS-7-H-3 Students will analyze the social, political, and economic changes in human societies in historical eras

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				<p>prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).</p> <p>Core Content for Assessment SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p> <p>Culture and Society Academic expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living. SS-7-E-2 Students will examine strategies used by individuals, societies and governments in early world civilizations to address scarcity. SS-7-E-3 Students will recognize that all societies must address the questions of production, distribution, and consumption. SS-7-E-4 Students will explain how resources were used in early civilizations to produce goods and services and explore ways productivity was increased. SS-7-E-5 Students will examine relationships between personal and national economic activities.</p> <p>Core Content for Assessment SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies and governments (scarcity). SS-M-3.1.2 To make informed choices, consumers must analyze advertisements, consider personal finances, and examine the opportunity cost. SS-M-3.4.1 The basic economic issues addressed by producers are production, distribution and consumption of goods and services. SS-M-3.4.2 Productivity can be improved by specialization, new knowledge and technology/tools. SS-M-3.4.3 Personal, national and international economic activities are interdependent.</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 	<p>Culture and Society Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation</p>

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			<ul style="list-style-type: none"> • recreation 	<p>and world.</p> <p>Program of Studies SS-7-CS-1 Students will examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations SS-7-CS-3 Students will give examples of cooperation, conflict and competition that resulted from the interaction of cultures</p> <p>Core Content for Assessment SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop. SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.</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>Culture and Society Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>Program of Studies SS-7-CS-1 Students will examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations SS-7-CS-3 Students will give examples of cooperation, conflict and competition that resulted from the interaction of cultures</p> <p>Core Content for Assessment SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop. SS-M-2.4.2 Compromise and cooperation are possible</p>

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				<p>choices for positive social interaction and resolution of conflict.</p> <p>Historical Perspective Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. Program of Studies SS-7-H-1 Students will develop a chronological understanding of early world history. SS-7-H-2 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D. SS-7-H-3 Students will analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration). Core Content for Assessment SS-M-5.1.1 Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events. SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history. SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present. SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations. SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature. SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations,</p>
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				capitalism) influenced modern societies. SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.
			<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>Core Content for Assessment SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies and governments (scarcity). SS-M-3.1.2 To make informed choices, consumers must analyze advertisements, consider personal finances, and examine the opportunity cost. SS-M-3.4.1 The basic economic issues addressed by producers are production, distribution and consumption of goods and services. SS-M-3.4.2 Productivity can be improved by specialization, new knowledge and technology/tools. SS-M-3.4.3 Personal, national and international economic activities are interdependent</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>Government and Civics Academic Expectations 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. Program of Studies SS-7-GC-2 Students will compare and analyze various forms of government in early civilizations prior to 1500 A.D. SS-7-GC-3 Students will give examples of cooperation, conflict, and competition that resulted from the interaction of cultures. Core Content for Assessment SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic). Culture and Society Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>

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			<p>Program of Studies SS-7-CS-1 Students will examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations SS-7-CS-3 Students will give examples of cooperation, conflict and competition that resulted from the interaction of cultures Core Content for Assessment SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop. SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict.</p> <p>Historical Perspective Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Program of Studies SS-7-H-1 Students will develop a chronological understanding of early world history. SS-7-H-2 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D. SS-7-H-3 Students will analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration). Core Content for Assessment SS-M-5.1.1 Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events. SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study</p>
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				<p>and interpretation of history. SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present. SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations. SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature. SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature.</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>Culture and Society Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world. Program of Studies SS-7-CS-1 Students will examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations SS-7-CS-3 Students will give examples of cooperation, conflict and competition that resulted from the interaction of cultures Core Content for Assessment SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives. SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop. SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Historical Perspective Academic Expectations 2.20 Students understand, analyze, and interpret</p>

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				<p>historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Program of Studies</p> <p>SS-7-H-1 Students will develop a chronological understanding of early world history.</p> <p>SS-7-H-2 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.</p> <p>SS-7-H-3 Students will analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).</p> <p>Core Content for Assessment</p> <p>SS-M-5.1.1 Different perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events.</p> <p>SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.</p> <p>SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p> <p>SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p> <p>SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p> <p>SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature.</p>
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