

**Master  
Virtual History  
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
MAINE	<a href="http://www.state.me.us/education/lres/mcl.htm">http://www.state.me.us/education/lres/mcl.htm</a>	Social Studies July 1997 Middle Grades 5-8	<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</u></b></p> <p>In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.</p> <p><b>A. SKILLS AND TOOLS</b></p> <p><b>Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.</li> <li>2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.</li> <li>3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.</li> </ol> <p><b>EXAMPLE</b></p> <ul style="list-style-type: none"> <li>• Speculate about the types of exchanges of goods and materials which might occur between economic regions, and the routes and types of transportation used.</li> </ul>

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				<p><b>B. HUMAN INTERACTION WITH ENVIRONMENTS</b></p> <p><b>Students will understand and analyze the relationships among people and their physical environments.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.</li> <li>2. Explain patterns of migration throughout the world.</li> <li>3. Explain how cultures differ in their use of similar environments and resources.</li> <li>4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement.</li> </ol>
			<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><u>GEOGRAPHY</u></b></p> <p>In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population, interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.</p> <p><b>A. SKILLS AND TOOLS</b></p> <p><b>Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.</b></p> <p><b>MIDDLE GRADES 5-8</b></p>

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				<p>1 Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.</p> <p>2 Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.</p> <p>3 Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.</p> <p>EXAMPLE</p> <p>Speculate about the types of exchanges of goods and materials which might occur between economic regions, and the routes and types of transportation used.</p> <p><b><u>HISTORY</u></b></p> <p>Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.</p> <p><b>A. CHRONOLOGY</b></p> <p><b>Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>1. Describe the effects of historical changes on daily life.</li> <li>2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)</li> <li>3. Trace simultaneous events in various parts of</li> </ol>
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				<p style="text-align: right;">the world during a specific era.</p> <p>EXAMPLE</p> <ul style="list-style-type: none"> <li>• Trace movements of pastoral peoples by examining references to them in the chronologies of other peoples, using these references to build a time-line specifically for the group chosen.</li> </ul> <p><b>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS</b></p> <p><b>Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).</li> <li>3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.</li> </ol> <p><b>C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION</b></p> <p><b>Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources.</li> <li>2. Explain why historical accounts of the same</li> </ol>
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				<p>event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.</p> <ol style="list-style-type: none"> <li>3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.</li> <li>4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.</li> <li>5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.</li> </ol>
			<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>HISTORY</u></b></p> <p>Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.</p> <p><b>A. CHRONOLOGY</b></p> <p><b>Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>1. Describe the effects of historical changes on daily life.</li> <li>2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)</li> <li>3. Trace simultaneous events in various parts of</li> </ol>

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				<p>comparing the characters and events described with descriptions in multiple primary sources.</p> <ol style="list-style-type: none"> <li>2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.</li> <li>3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic.</li> <li>4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.</li> <li>5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.</li> </ol>
			<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</u></b></p> <p>Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.</p> <p><b>A. CHRONOLOGY</b></p> <p><b>Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>4. Describe the effects of historical changes on daily life.</li> <li>5. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See</li> </ol>

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				<p>suggested list below in "Secondary Grades".) 6. Trace simultaneous events in various parts of the world during a specific era.</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><u>ECONOMICS</u></b></p> <p>Students will learn and apply basic economic concepts of production, distribution, and consumption to make decisions as effective participants in an international economy. Students will understand the development, principles, institutions, relationships to culture, and change over time of economic systems in the United States and elsewhere. Students will also understand how these concepts apply to individuals, households, businesses, governments, and societies which make decisions based on the availability of resources, as well as on costs and benefits of choices. These concepts also help to explain the patterns and results of trade, interdependence, and distribution of wealth in local, regional, national, and world economies.</p> <p><b>A. PERSONAL AND CONSUMER ECONOMICS</b></p> <p><b>Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <p>Analyze how scarcity affects individuals' decisions about production and consumption of goods and services.</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</li> </ul>	<p><b><u>HISTORY</u></b></p> <p>Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature.</p>

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			<ul style="list-style-type: none"> <li>• revolutions</li> <li>• the role and rights of Egyptian citizens of various classes</li> </ul>	<p><b>A. CHRONOLOGY</b></p> <p><b>Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>7. Describe the effects of historical changes on daily life.</li> <li>8. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. (See suggested list below in "Secondary Grades".)</li> <li>9. Trace simultaneous events in various parts of the world during a specific era.</li> </ol> <p>EXAMPLE</p> <ul style="list-style-type: none"> <li>• Trace movements of pastoral peoples by examining references to them in the chronologies of other peoples, using these references to build a time-line specifically for the group chosen.</li> </ul> <p><b>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS</b></p> <p><b>Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.</b></p> <p><b>MIDDLE GRADES 5-8</b></p> <ol style="list-style-type: none"> <li>4. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration).</li> <li>5. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major</li> </ol>
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			<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><u>GEOGRAPHY</u></b></p> <p>In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects,</p>

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