

**Master  
Virtual History  
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Michigan	<a href="http://www.michigan.gov/documents/Social_StudiesStandards_122084_7.pdf">http://www.michigan.gov/documents/Social_StudiesStandards_122084_7.pdf</a>	Social Studies Standards- Middle School New Standards are over due	<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>Strand II. Geographic Perspective</b>  <b>Standard II.I Diversity of People, Places, and Cultures</b>            All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.</p> <ol style="list-style-type: none"> <li>1. Locate and describe the diverse places, cultures, and communities of major world regions.</li> <li>2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.</li> <li>3. Explain why people live and work as they do in different regions.</li> </ol> <p><b>Standard II.2 Human/Environment Interaction</b>            All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.</p> <ol style="list-style-type: none"> <li>1. Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.</li> <li>2. Locate major ecosystems, describe their characteristics, and explain the process that created them.</li> <li>3. Explain the importance of different kinds of ecosystems to people.</li> <li>4. Explain how humans modify the environment and describe some of the possible consequences of those modifications.</li> <li>5. Describe the consequences of human/environment interactions in several different types of environment.</li> </ol> <p><b>Standard II.3 Location, Movement, and Connections</b>            All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.</p> <ol style="list-style-type: none"> <li>1. Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.</li> <li>2. Explain how governments have divided land and</li> </ol>

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				<p>sea areas into different regions.</p> <p>3. Describe how and why people, goods and services, and information move within world regions and between regions.</p> <p><b>Standard II.4 Regions, Patterns, and Processes</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.</p> <ol style="list-style-type: none"> <li>1. Draw a sketch map of the world from memory.</li> <li>2. Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.</li> <li>3. Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns.</li> <li>4. Compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.</li> </ol> <p><b>Standard II.5 Global Issues and Events</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events.</p> <ol style="list-style-type: none"> <li>1. Describe how social and scientific changes in regions may have global consequences.</li> <li>2. Describe the geographic aspects of events taking place in different world regions.</li> <li>3. Explain how elements of the physical geography, culture, and history of the region may be influencing current events.</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</li> </ul>	<p><b>Strand II. Geographic Perspective</b></p> <p><b>Standard II.1 Diversity of People, Places, and Cultures</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.</p> <p><b>Standard II.2 Human/Environment Interaction</b> All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the</p>

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			<p>technological advances and cultural changes</p> <ul style="list-style-type: none"> <li>• the relationship between science and religion in ancient Egyptian culture</li> </ul>	<p>interrelationships among them. Explain how humans modify the environment and describe some of the possible consequences of those modifications</p> <p><b><u>Strand IV. Economic Perspective</u></b> Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.</p> <p><b><u>Standard IV.I Individual and Household Choices</u></b> All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services, and affect the economic well-being of individuals and society.</p> <p><b><u>Strand V. Inquiry</u></b> Students will use methods of social science investigation to answer questions about society.</p> <ol style="list-style-type: none"> <li>1. Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.</li> <li>2. Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.</li> <li>3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.</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>Strand I. Historical Perspective</u></b> <b><u>Standard I.3 Analyzing and Interpreting the Past</u></b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.</p> <ol style="list-style-type: none"> <li>2. Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.</li> <li>3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new</li> </ol>

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				<p>information was uncovered.</p> <p><b>Standard I.4 Judging Decisions from the Past</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.</p> <ol style="list-style-type: none"> <li>2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</li> <li>3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.</li> </ol> <p><b>Strand II. Geographic Perspective</b></p> <p><b>Standard II.1 Diversity of People, Places, and Cultures</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.</p> <ol style="list-style-type: none"> <li>2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.</li> </ol> <p><b>Standard II.4 Regions, Patterns, and Processes</b></p> <ol style="list-style-type: none"> <li>2 Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.</li> <li>3 Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the pattern</li> <li>4 Compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.</li> </ol> <p><b>Standard II.5 Global Issues and Events</b> All students will describe and explain the causes, consequences, and geographic context of major global issues and events.</p> <ol style="list-style-type: none"> <li>3 Explain how elements of the physical geography, culture, and history of the region may be influencing current events.</li> </ol>
			<p><b>Time, Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Age of Pyramids</li> <li>• planning and</li> </ul>	<p><b>Strand I. Historical Perspective</b> Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.</p>

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			<p>design of villages over time</p> <ul style="list-style-type: none"> <li>• contemporary world cultures</li> <li>• Egyptology and archeology today</li> </ul>	<p><b>Standard I.1 Time and Chronology</b> All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620)</p> <p><b>Standard I.2 Comprehending the Past</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.</p> <ol style="list-style-type: none"> <li>2. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> <li>3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.</li> <li>4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.</li> </ol>
			<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>Standard II.3 Location, Movement, and Connections</b> All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.</p> <ol style="list-style-type: none"> <li>1. Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.</li> <li>2. Explain how governments have divided land and sea areas into different regions.</li> <li>3. Describe how and why people, goods and services, and information move within world regions and between regions.</li> </ol> <p><b>Standard II.4 Regions, Patterns, and Processes</b> All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.</p> <ol style="list-style-type: none"> <li>1 Draw a sketch map of the world from memory.</li> <li>2 Locate and describe major cultural, economic, political and environmental features of Africa,</li> </ol>

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				<p>Europe, Asia, Australia and North and South America and the processes that created them.</p> <p><b>3</b> Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns.</p> <p><b>4</b> Compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.</p> <p><b><u>Strand IV. Economic Perspective</u></b> Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.</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>Strand I. Historical Perspective</u></b> Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.</p> <p><b>Standard I.1 Time and Chronology</b> All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620)</p> <p><b>Standard I.2 Comprehending the Past</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.</p> <ol style="list-style-type: none"> <li>2. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> <li>3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.</li> <li>4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.</li> </ol> <p><b>Standard I.3 Analyzing and Interpreting the Past</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.</p>

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				<p>2. Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.</p> <p>3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.</p> <p><b>Standard I.4 Judging Decisions from the Past</b> All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.</p> <p>2. Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.</p> <p>3. Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.</p> <p><b><u>Strand II. Geographic Perspective</u></b> <b>Standard II.I Diversity of People, Places, and Cultures</b> All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.</p> <p>2. Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.</p> <p><b><u>Strand V. Inquiry</u></b> Students will use methods of social science investigation to answer questions about society.</p> <p>1. Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.</p> <p>2. Use traditional and electronic means to organize social science information and to make maps,</p>
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				<p>graphs, and tables.</p> <p>3. Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.</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>Strand I. Historical Perspective</b> Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.</p> <p><b>Standard I.1 Time and Chronology</b> All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620)</p> <p><b>Standard I.2 Comprehending the Past</b> All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.</p> <ol style="list-style-type: none"> <li>2. Identify and explain how individuals in history demonstrated good character and personal virtue.</li> <li>3. Select conditions in various parts of the world and describe how they have been shaped by events from the past.</li> <li>4. Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.</li> </ol> <p><b>Standard I.3 Analyzing and Interpreting the Past</b> All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.</p> <ol style="list-style-type: none"> <li>2. Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.</li> <li>3. Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.</li> </ol>

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