

**Master  
Virtual History  
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Missouri	<a href="http://dese.mo.gov/div/curriculum/GLE/SSGLE10.20.04WOR.D.doc">http://dese.mo.gov/div/curriculum/GLE/SSGLE10.20.04WOR.D.doc</a>	<b>Social Studies Grade Level Expectations October 20, 2004 (Grades 6-8)</b>	<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>World History 2b. Knowledge of continuity and change in the history of the world (World History)</b></p> <p><b>A. (1) Culture of early river valley civilizations</b></p> <p>Examine river civilizations including:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt in North Africa (pyramids and mathematics)</li> </ul> <p>On a world map, identify and shade areas of early river valley civilizations. Make a list of all needs provided by the river.</p> <p><b>Geography</b></p> <p><b>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b></p> <p><b>B.(2) Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location</b></p> <p>Locate major cities and nations of the world in historical context</p> <p>Locate the world's continents, oceans and major topographic features as civilizations spread</p> <p>Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately</p> <p><b>C.(3) Place</b></p> <p>Describe <b>physical characteristics</b>, such as climate, topography, relationship to water and ecosystems</p> <p>Describe <b>human characteristics</b>, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system</p> <p><b>F.(6) Human-environment interactions</b></p> <p>Identify and describe world-wide patterns of resource distribution</p> <p>Identify how technology and culture have influenced resource use in the past</p>

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				<p>Identify and explain environmental consequences of how people use resources from historical examples</p> <p>Identify and explain the effect of natural forces upon human activities from historical experiences</p> <p><b>G.(7) Relationships between and among places</b></p> <p>Describe trade patterns, explaining how <b>supply</b> and <b>demand</b> influence movement of goods and services, human, natural and <b>capital resources</b></p> <p><b>I.(9) Uses of geography</b></p> <p>Use geography to interpret the past, explain the present and plan for the future</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>2b. Knowledge of continuity and change in the history of the world (World History) Grade 6</p> <p>Examine river civilizations including:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt in North Africa (pyramids and mathematics)</li> <li>• India (religions and culture)</li> <li>• Mesopotamia (beginnings of civilization)</li> <li>• China (technological advances)</li> </ul> <p><b>Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b></p> <p>Identify world-wide patterns of resource distribution</p> <p>Identify how technology and culture influence resource use</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>2b. Knowledge of continuity and change in the history of the world (World History) Grade 6</p> <p>Examine river civilizations including:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt in North Africa (pyramids and mathematics)</li> <li>• India (religions and culture)</li> <li>• Mesopotamia (beginnings of civilization)</li> <li>• China (technological advances)</li> </ul> <p><b>Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to</b></p>

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				<p><b>changes in society and the environment</b> Identify world-wide patterns of resource distribution Identify how technology and culture influence resource use</p> <p><b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b> Describe how cultural traditions, human actions and institutions affect people's behavior Describe how ideas, concepts and traditions have changed over time</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>2b. Knowledge of continuity and change in the history of the world (World History) Grade 6 Examine river civilizations including:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt in North Africa (pyramids and mathematics)</li> <li>• India (religions and culture)</li> <li>• Mesopotamia (beginnings of civilization)</li> <li>• China (technological advances)</li> </ul> <p><b>Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b> Identify world-wide patterns of resource distribution Identify how technology and culture influence resource use</p> <p><b>Knowledge of relationships of the individual and groups to institutions and cultural traditions</b> Describe how cultural traditions, human actions and institutions affect people's behavior Describe how ideas, concepts and traditions have changed over time</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</li> </ul>	<p>Principles and Processes of Governance Systems 3. Knowledge of principles and processes of governance systems <b>A.</b> <b>(1) Principles and processes of government</b> fine <b>limited and unlimited governments</b> (i.e.,</p>

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			<p>goods and services (how and by whom)</p> <ul style="list-style-type: none"> <li>• local and regional trade</li> </ul>	<p>democratic and authoritarian governments) and how people's lives vary under these systems</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>Knowledge of principles and processes of governance systems</b> Define <b>limited</b> and <b>unlimited governments</b> (i.e., democratic and authoritarian governments) and how people's lives vary under these systems</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>Knowledge of principles and processes of governance systems</b> Define <b>limited</b> and <b>unlimited governments</b> (i.e., democratic and authoritarian governments) and how people's lives vary under these systems 2b. Knowledge of continuity and change in the history of the world (World History) Grade 6 Examine river civilizations including:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt in North Africa (pyramids and mathematics)</li> <li>• India (religions and culture)</li> <li>• Mesopotamia (beginnings of civilization)</li> <li>• China (technological advances)</li> </ul> <p><b>Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b> Identify world-wide patterns of resource distribution Identify how technology and culture influence resource use</p> <p><b>Knowledge of relationships of the individual and groups to institutions and cultural</b></p>

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				<b>traditions</b> Describe how cultural traditions, human actions and institutions affect people's behavior Describe how ideas, concepts and traditions have changed over time
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