

**Master
Virtual History
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
Montana	http://www.opi.state.mt.us/standards/Index.html	MONTANA STANDARDS FOR SOCIAL STUDIES (2000) <i>Benchmarks by the end of Grade 8</i>	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 	Content Standard 3 —Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). <ol style="list-style-type: none"> 2. Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (cities, states, national borders) and explain their relationships within the ecosystem 3. Analyze diverse land use and explain the historical and contemporary effects of this use of the environment. 4. Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict. 7. Describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.
			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 	Content Standard 1 —Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. <ol style="list-style-type: none"> 1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). 3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role-playing scenarios). Content Standard 2 —Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. <ol style="list-style-type: none"> 1. Describe the purpose of government and how the powers of government are acquired, maintained and used. 4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict and establish order and security. 6. Explain conditions, actions and motivations that contribute to conflict and co-operation within and among groups and nations. Content Standard 4 —Students demonstrate an

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				<p>understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict issues).</p> <p>4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States and world history).</p> <p>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>1. Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages and capital; inflation and deflation; and private goods and services).</p> <p>2. Apply economic concepts to explain historical events, current situations and social issues in local, Montana, tribal, national or global concerns.</p> <p>4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p> <p>6. Analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p> <p>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p>1. Analyze and evaluate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</p> <p>3. Identify and differentiate ways regional, ethnic and national cultures influence individual’s daily lives and personal choices</p> <p>6. Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</p>
			<p>Culture</p> <ul style="list-style-type: none"> • meeting basic human needs of food, clothing and 	<p>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p>1. Analyze and evaluate the ways various groups (e.g.,</p>

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			<ul style="list-style-type: none"> • shelter • family life • religious beliefs • the arts • recreation 	<p>cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</p> <p>2. Explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</p> <p>3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices</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>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</p> <p>1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role-playing scenarios).</p> <p>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict issues).</p> <p>4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States and world history).</p>
			<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) 	<p>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>1. Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages and capital; inflation and deflation; and private goods and services).</p> <p>2. Apply economic concepts to explain historical events,</p>

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			<ul style="list-style-type: none"> • local and regional trade 	<p>current situations and social issues in local, Montana, tribal, national or global concerns.</p> <p>4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p> <p>6. Analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p> <p>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p>1. Analyze and evaluate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity</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>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</p> <p>1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role-playing scenarios).</p> <p>Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p> <p>1. Describe the purpose of government and how the powers of government are acquired, maintained and used.</p> <p>4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict and establish order and security.</p> <p>6. Explain conditions, actions and motivations that contribute to conflict and co-operation within and among groups and nations.</p> <p>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>2. Describe how history can be organized and analyzed</p>

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				<p>using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict issues).</p> <p>4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States and world history).</p> <p>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>1. Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages and capital; inflation and deflation; and private goods and services).</p> <p>2. Apply economic concepts to explain historical events, current situations and social issues in local, Montana, tribal, national or global concerns.</p> <p>4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).</p> <p>6. Analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p> <p>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p>1. Analyze and evaluate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</p> <p>3. Identify and differentiate ways regional, ethnic and national cultures influence individual’s daily lives and personal choices</p> <p>6. Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</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 	<p>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</p> <p>1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>3. Interpret and apply information to support conclusions</p>

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			<ul style="list-style-type: none"> • trade 	<p>and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role-playing scenarios).</p> <p>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p>2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict issues).</p> <p>4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States and world history).</p>
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