

**Master  
Virtual History  
Standards Correlations**

State	Website	State Standard #	KMI Concept	Sections
North Carolina	<a href="http://www.ncpublicschools.org/curriculum/socialstudies/">http://www.ncpublicschools.org/curriculum/socialstudies/</a>	<b>SOCIAL STUDIES :: 2003 :: SEVENTH GRADE AFRICA, ASIA, AND AUSTRALIA SEVENTH GRADE AFRICA, ASIA, AND AUSTRALIA</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>	<b>SEVENTH GRADE AFRICA, ASIA, AND AUSTRALIA</b> <b>Competency Goal 1</b> The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts. <b>1.02</b> Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections. <b>Competency Goal 2 The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia.</b> <b>Objectives</b> <b>3.01</b> Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions. <b>3.03</b> Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment. <b>3.04</b> Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze the effects on human activities. <b>Competency Goal 4 The learner will identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia.</b> <b>4.01</b> Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions. <b>4.02</b> Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions. <b>4.03</b> Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.
			<b>Science &amp; Technology</b> <ul style="list-style-type: none"> <li>• the evolution of</li> </ul>	<b>Competency Goal 8 The learner will assess the influence and contributions of individuals and</b>

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			<p>technology (e.g. irrigation, papermaking, metallurgy, and more)</p> <ul style="list-style-type: none"> <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>cultural groups in Africa, Asia, and Australia.</b>  <b>8.03</b> Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.</p> <p><b>Competency Goal 3 The learner will analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia.</b>  <b>3.03</b> Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.</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><b>Competency Goal 4 The learner will identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia.</b>  <b>4.01</b> Describe the patterns of and motives for migrations of people, and evaluate the impact on the political, economic, and social development of selected societies and regions.  <b>4.02</b> Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions.  <b>4.03</b> Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.  <b>Competency Goal 11 The learner will recognize the common characteristics of different cultures in Africa, Asia, and Australia.</b>  <b>11.01</b> Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.  <b>11.02</b> Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.  <b>11.03</b> Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.  <b>11.04</b> Identify examples of economic, political, and social</p>

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				<p>changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.</p> <p><b>Competency Goal 12 The learner will describe the historic, economic, and cultural connections among North Carolina, the United States, Africa, Asia, and Australia.</b></p> <p><b>12.01</b> Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions.</p> <p><b>12.02</b> Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture.</p> <p><b>12.03</b> Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia.</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><b>Competency Goal 7 The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia.</b></p> <p><b>7.01</b> Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p><b>7.02</b> Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, and social institutions.</p> <p><b>Competency Goal 8 The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia.</b></p> <p><b>8.01</b> Describe the of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.</p> <p><b>8.02</b> Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia.</p> <p><b>8.03</b> Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.</p>
			<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• production (what and how)</li> </ul>	<p><b>Competency Goal 5 The learner will evaluate the varied ways people of Africa, Asia, and Australia make decisions about the allocation and use of</b></p>

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			<ul style="list-style-type: none"> <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>economic resources.</b></p> <p><b>5.01</b> Describe the relationship between the location of natural resources, and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia.</p> <p><b>5.02</b> Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia, and assess their effectiveness in meeting basic needs.</p> <p><b>5.03</b> Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.</p> <p><b>5.04</b> Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.</p> <p><b>Competency Goal 6 The learner will recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia.</b></p> <p><b>6.03</b> Describe the effects of over-specialization and evaluate their impact on the standard of living.</p> <p><b>6.02</b> Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia.</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>Competency Goal 9 The learner will analyze the different forms of government developed in Africa, Asia, and Australia.</b></p> <p><b>9.01</b> Trace the historical development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems.</p> <p><b>9.02</b> Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each.</p> <p><b>9.03</b> Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.</p>
			<p><b>Global Connections</b></p> <ul style="list-style-type: none"> <li>• advancement of other civilizations</li> </ul>	<p><b>Competency Goal 7 The learner will assess the connections between historical events and contemporary issues in Africa, Asia, and Australia.</b></p>

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			<p>during the ancient Egyptian era</p> <ul style="list-style-type: none"> <li>• regional politics</li> <li>• diplomacy and warfare</li> <li>• trade</li> </ul>	<p><b>7.01</b> Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p><b>7.02</b> Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, and social institutions.</p> <p><b>Competency Goal 8 The learner will assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia.</b></p> <p><b>8.01</b> Describe the of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.</p> <p><b>8.02</b> Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia.</p> <p><b>8.03</b> Identify major discoveries, innovations,</p>
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