



COLORADO
Content Standards History Grades 5-8
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STANDARDS	PAGE REFERENCES
STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.	
1.1 Students know the general chronological order of events and people in history.	
<ul style="list-style-type: none"> chronologically organizing major events and people of United States history; and 	SE: <i>Foldables Study Organizer</i> 665 TWE: CCH 44 TLA 99, 161 RS 181, 450 TL 247 MC 297 CLA 486 C 741
<ul style="list-style-type: none"> describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world. 	SE: 71-73, 76-80, 138-139, 150-151, 185-187, 202-205 <i>National Geographic: Geography & History</i> 74-75 <i>People In History</i> 166, 203 TWE: ISE 109
1.2 Students use chronology to organize historical events and people.	
<ul style="list-style-type: none"> identifying examples of how various cultures* have used calendars to organize and measure time; 	SE: 23-24 TWE: CC 25
<ul style="list-style-type: none"> constructing tiered timelines to show how different series of events happened simultaneously; and 	SE: 14-15, 190-191, 256-257 <i>Alternative Assessment</i> 863 TWE: CLA 178, 297, 363 TL 247 MC 297 CTL 505
<ul style="list-style-type: none"> illustrating the time structure of events in historical narratives. 	SE: <i>National Geographic: Geography & History</i> 492-493 <i>Causes and Effects of the Move Toward Equality</i> 842 <i>Graphic Organizer Skills</i> 842 TWE: ICA 469 CTL 505 TLA 699, 865 RS 725 DI 804 OI 872

STANDARDS	PAGE REFERENCES
1.3 Students use chronology to examine and explain historical relationships.	
<ul style="list-style-type: none"> interpreting historical data to determine cause-effect and time-order relationships; and 	SE: <i>Economics Activity</i> 35 #33 <i>Social Studies Skillbuilder</i> 63 <i>Critical Thinking Skillbuilder</i> 120 TWE: A 156 CGO 442 TLA 555 CI 701 C 728, 741, 876 RS 818 CTL 897
<ul style="list-style-type: none"> explaining patterns and identifying themes in related events over time. 	SE: <i>Critical Thinking Skillbuilder</i> 120 <i>Causes and Effects of the Revolutionary War</i> 142 <i>Alternative Assessment</i> 635 #28 TWE: CTA 239, 818 DI 308, 438, 804 TLA 699 CLA 872
STANDARD 2: Students know how to use the processes and resources of historical inquiry.	
2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.	
<ul style="list-style-type: none"> formulating 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; 	SE: <i>Citizenship Cooperative Activity</i> 35 #32 <i>Study & Writing Skillbuilder</i> 340 <i>Analyzing Primary Sources</i> 959, 961, 963, 965 TWE: CTA 104, 660 T 340 RS 476
<ul style="list-style-type: none"> gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and 	SE: <i>Two Viewpoints</i> 163, 420, 586, 754 <i>Technology Skillbuilder</i> 429, 883 TWE: CTA 104, 660 ICA 309 T 883
<ul style="list-style-type: none"> determining if the information gathered is sufficient to answer historical questions. 	SE: 956-957 <i>Critical Thinking Skillbuilder</i> 827, 861 TWE: CTA 104, 660 T 429, 827, 861 RS 717, 852
2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	
<ul style="list-style-type: none"> distinguishing between primary and secondary sources; 	SE: 956-957 <i>Citizenship Cooperative Activity</i> 303 #18 <i>Study & Writing Skillbuilder</i> 340 TWE: T 340

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<ul style="list-style-type: none"> interpreting the data in historical maps, photographs, art works, and other artifacts; and 	SE: 12-13, 37 <i>History Through Art</i> 343, 601 <i>Hands-On History</i> 496-497 TWE: MA 13 CLA 21 MAA 37 HTA 343, 601 T 497
<ul style="list-style-type: none"> examining data for point of view, historical context, bias, distortion, or propaganda. 	SE: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Two Viewpoints</i> 420, 586 <i>Social Studies Skillbuilder</i> 747 TWE: ICA 421 T 440, 747 TTA 606 RS 660 CLA 672
2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.	
<ul style="list-style-type: none"> examining current concepts, issues, events, and themes from multiple, historical perspectives. 	SE: 945-951 <i>Citizenship Cooperative Activity</i> 381 #19 <i>Two Viewpoints</i> 939 <i>Interdisciplinary Activity</i> 951 TWE: ICA 309, 851, 939 CLA 946 DI 947 ALT 967, 971, 975
STANDARD 3: Students understand that societies are diverse and have changed over time.	
3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.	
<ul style="list-style-type: none"> describing the common traits and characteristics that unite the United States as a nation and a society; 	SE: 228-230, 582-583, 584-586, 948, 993 <i>Two Viewpoints</i> 586 <i>Primary Sources Library</i> 960, 978 TWE: CLA 229 CTA 586 C 587 DYK 589
<ul style="list-style-type: none"> describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere; 	SE: 393-395, 403-405, 582-586, 587 <i>More About...</i> 394 <i>Citizenship Cooperative Activity</i> 863 #26 TWE: RS 98, 376 DI 308, 438 CLA 376 CTA 586

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and 	SE: 41-42, 871-874, 899-900 <i>Section Assessment 42 #4</i> <i>America's Literature 50</i> <i>More About... 60</i> <i>Citizenship Cooperative Activity 65 #25</i> TWE: DI 308 CC 669 RS 937
<ul style="list-style-type: none"> explaining how the cultures of the earliest civilizations spread and interacted (<i>for example, the civilizations of the river valleys of India, Africa, Mesopotamia, and Mesoamerica</i>). 	SE: 16-19, 22-26, 28-33 <i>Causes and Effects of Migration 17</i> <i>Graphic Organizer Skills 17</i> <i>National Geographic 18</i> <i>Critical Thinking 34 #23</i> TWE: GOS 17 CLA 17 DYK 31 RS 32
3.2 Students understand the history of social organization* in various societies.	
<ul style="list-style-type: none"> describing and giving examples of basic elements of culture and social organization; 	SE: 19, 22-23, 33, 55, 405 <i>Reading Check 23</i> <i>Why It Matters 24-25</i> <i>Citizenship Cooperative Activity 863 # 26</i> TWE: RC 19, 23 C 55 DI 812
<ul style="list-style-type: none"> explaining how forces of tradition have acted to maintain elements of social organization throughout history; 	SE: 404-405, 583, 585-586, 588 <i>Critical Thinking 604 #1</i> <i>Citizenship Cooperative Activity 863 #26</i> TWE: ICA 585 CTA 586 C 587 F 588
<ul style="list-style-type: none"> comparing how roles of people have differed throughout history based on various factors (<i>for example, gender, age, caste, racial identity, wealth, and/or social position</i>); and 	SE: 55, 401-402, 476-477, 479-480, 615-618, 831 <i>Fact Fiction Folklore 32</i> <i>People In History 79, 480, 912</i> TWE: C 407 RS 476
<ul style="list-style-type: none"> describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (<i>for example, family structures, community structures</i>). 	SE: 112-113, 404-405, 406-407, 412-415, 766-768, 822-826, 831 <i>People In History 912</i> TWE: DI 812 ICA 880

STANDARDS	PAGE REFERENCES
STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.	
4.1 Students understand the impact of scientific and technological developments on individuals and societies.	
<ul style="list-style-type: none"> explaining the significance of the achievements of individual scientists and inventors from many cultures (<i>for example, the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge</i>). 	SE: 308, 561-566, 779-780 <i>Technology & History</i> 399 <i>Why It Matters</i> 562-563 <i>More About...</i> 565 <i>Critical Thinking</i> 576 #13 <i>Fact Fiction Folklore</i> 767 <i>People In History</i> 823 TWE: WWW 388 WIM 562 TH 673
<ul style="list-style-type: none"> describing and explaining how industrialization influenced the movement of people (<i>for example, to and from urban, suburban, and rural areas</i>); 	SE: 311, 393, 559, 590-591, 592 <i>Urban and Rural Population Growth</i> 591 TWE: DI 308, 592 C 311, 595 WWW 393 MP 591
<ul style="list-style-type: none"> identifying and explaining the consequences of scientific and technological changes (<i>for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine</i>); and 	SE: 308-309, 388-389, 397-399, 530-532, 557-559 <i>Reading Check</i> 389, 399 TWE: RS 310 ICA 389 RC 389, 399 TH 531
<ul style="list-style-type: none"> relating differences in technology to differences in how people live in various regions of the world. 	SE: 398-399 <i>What Life Was Like</i> 308-309 TWE: DI 592
4.2 Students understand how economic factors have influenced historical events.	
<ul style="list-style-type: none"> explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region; 	SE: 375-376, 528-530, 736-737 <i>Reading Check</i> 530 <i>Economics Activity</i> 663 #18 TWE: MCE 529 RS 529 RC 530
<ul style="list-style-type: none"> explaining how economic factors influenced historical events in the United States and in various regions of the world (<i>for example, the history of Colorado's "boom and bust" economy</i>); and 	SE: 133-135, 139, 149-150, 528-532, 724-727, 728, 929 TWE: ICA 531, 939 C 728
<ul style="list-style-type: none"> explaining how societies are and have been linked by economic factors. 	SE: 109, 908, 911, 943 <i>Reading Check</i> 109 <i>National Geographic: Geography & History</i> 934-935 TWE: RC 109 DI 280 ETC 406 EI 645 T 934

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4.3 Students understand the historical development and know the characteristics of various economic systems.	
<ul style="list-style-type: none"> describing the general characteristics of economic systems (<i>for example, scarcity, growth, distribution of goods and services, production, and consumption</i>); and 	SE: 308, 389, 482-483, 568 <i>Economics Activity</i> 189 #25, 353 #26, 523 #23 <i>Reading Check</i> 483 <i>Section Assessment</i> 483 #1 TWE: RC 483
<ul style="list-style-type: none"> describing historical events and individuals in the economic development of the United States. 	SE: 308-309, 387-389, 397-399, 528-529, 567-571 <i>Reading Check</i> 309, 399 <i>People In History</i> 315 TWE: RC 309, 399 WIR 309
STANDARD 5: Students understand political institutions and theories that have developed and changed over time.	
5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.	
<ul style="list-style-type: none"> explaining the historical development of democratic governmental principles and institutions; 	SE: 73, 77, 79-80, 110-111, 192-195, 202-205, 207-211, 217-222, 986 TWE: ISR 77
<ul style="list-style-type: none"> describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and 	SE: 150-151, 154-157, 193-194, 217-222, 228, 233-253 <i>More About...</i> 196 TWE: T 155 CTA 196 C 205 CLA 218 DI 232
<ul style="list-style-type: none"> giving examples of extensions and restrictions of political and civil rights in United States history. 	SE: 220, 228, 244-253, 504-506, 519, 616-618 <i>History Through Art</i> 505 TWE: CLA 156, 229 ETC 244, 519 CC 245
5.2 Students know how various systems of government have developed and functioned throughout history.	
<ul style="list-style-type: none"> identifying the ancient and medieval roots of governmental principles and institutions (<i>for example, Hammurabi's Code, Roman Republicanism, Mosaic Law, Greek Democracy, Islamic Law</i>); 	SE: 110, 207-208, 985 <i>Reading Check</i> 111, 208 TWE: RC 111, 208 CLA 208
<ul style="list-style-type: none"> describing the basic forms of government, and giving examples of societies that have practiced them (<i>for example, monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic, democracy</i>); and 	SE: 23-24, 117-118, 193, 208-209, 218, 228-230, 675, 753-754, 929 <i>Section Assessment</i> 755 #1 TWE: ICA 791
<ul style="list-style-type: none"> describing how various other nations have pursued, established, and maintained democratic forms of government. 	SE: 928-930, 931 TWE: DYK 931

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5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.	
<ul style="list-style-type: none"> describing how attributes of various people have affected their individual political rights (<i>for example, gender, racial identity, national origin, property ownership, religion, legal status</i>); 	SE: 247-248, 336-337, 395, 425-426, 505-506, 508, 519, 616-618 <i>Why It Matters</i> 426-427 TWE: ETC 246, 519 RS 426
<ul style="list-style-type: none"> describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and 	SE: 639-640, 644-646, 754-755, 758-760 <i>Critical Thinking</i> 34 #23, 380 #13 <i>Reading Check</i> 646 TWE: RS 636 RC 646 C 654 RI 667
<ul style="list-style-type: none"> describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (<i>for example, slavery, serfdom, impressment</i>). 	SE: 55, 87, 106, 290 <i>Section Assessment</i> 55 #3, 294 #1 <i>An American Story</i> 86 <i>Reading Check</i> 106 TWE: C 55 RC 106
5.4 Students know the history of relationships among different political powers and the development of international relations.	
<ul style="list-style-type: none"> describing how the relationships between the United States and external political powers developed with the growth of the nation; and 	SE: 265-266, 327, 638-639, 898, 926, 950 <i>Reading Check</i> 327 <i>Cooperative Citizenship Activity</i> 783 #20 TWE: RC 327 C 327, 794 RS 897
<ul style="list-style-type: none"> identifying basic patterns of political alliances in the modern world. 	SE: 641, 667, 689, 753-754, 792-793, 925-926, 931-932 <i>Technology Activity</i> 811 #31 <i>Analyzing Political Cartoons</i> 898 TWE: ETC 793 DYK 793 DI 898
STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.	
6.1 Students know the historical development of religions and philosophies.	
<ul style="list-style-type: none"> describing religious traditions of various ethnic groups in the United States; 	SE: 84-85, 92-93, 405, 547 <i>Section Assessment</i> 85 #4 <i>Citizenship Cooperative Activity</i> 863 #26 <i>Primary Sources Library</i> 958-959, 967 TWE: PH 872 ICA 899
<ul style="list-style-type: none"> describing religious developments in United States history (<i>for example, the Puritans, the Great Awakening, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities</i>); and 	SE: 76-77, 79-80, 85, 92-93, 377-378, 413, 629 <i>Reading Check</i> 59 <i>People In History</i> 79 <i>Why It Matters</i> 110-111 TWE: RC 59

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<ul style="list-style-type: none"> describing different religious concepts that have developed throughout history (<i>for example, monotheism and polytheism</i>). 	SE: 23-24, 25, 58-59, 85, 543, 547 TWE: PH 79
6.2 Students know how societies have been affected by religions and philosophies.	
<ul style="list-style-type: none"> giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and 	SE: 419, 946
<ul style="list-style-type: none"> giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs. 	SE: 55, 58-59, 85, 415, 842, 946 <i>People In History</i> 79, 546, 841 TWE: RS 546
6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.	
<ul style="list-style-type: none"> describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history; 	SE: 30, 405, 547 <i>Hands-On History</i> 496-497 <i>Primary Sources Library</i> 968 TWE: TTA 12 HH 30 DI 102 RS 413 BI 968
<ul style="list-style-type: none"> giving examples of the unique art forms that characterize the various ethnic groups in the United States and the religious or philosophical ideas they express; 	SE: 30, 405, 547 <i>Hands-On History</i> 496-497 <i>Primary Sources Library</i> 968 TWE: TTA 12 HH 30 DI 102 RS 413 BI 968
<ul style="list-style-type: none"> explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and 	SE: 39, 716 <i>America's Literature</i> 295 <i>Classifying Primary Sources</i> 957 <i>Primary Sources Library</i> 958-959 TWE: DI 403 OH 956 BI 958, 966, 968
<ul style="list-style-type: none"> explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds. 	SE: 23, 30-31, 42 <i>America's Architecture</i> 23 <i>Picturing History</i> 29 <i>Section Assessment</i> 33 #2, 42 #1 TWE: ANI 30 DYK 31

Codes Used for TWE Pages

A	Assess
ALT	Alternative Assessment
ANI	ABC News Interactive
BI	Background Information
C	Close
CC	Curriculum Connection
CCH	Creating a Chart
CGO	Creating a Graphic Organizer
CI	Charting Information
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CTL	Creating a Time Line
DI	Differentiated Instruction
DYK	Did You Know?
EI	Evaluating Issues
ETC	Extending the Content
F	Focus
GOS	Graphic Organizer Skills
HH	History and the Humanities
HTA	History Through Art
ICA	Interdisciplinary Connections Activity
ISE	Identifying the Significance of Events
ISR	Identifying Steps to a Representative Government
MA	More About the Photo
MAA	More About the Art
MC	Making a Chart
MCE	Making a Cause-and-Effect Chart
MP	Making a Poster
OH	Oral Histories
OI	Organizing Information
PH	Picturing History
RC	Reading Check
RI	Recognizing Issues
RS	Reading Strategy
T	Teach
TH	Technology & History
TL	Time Lines
TLA	Time Line Activity
TTA	Team Teaching Activity
WIM	Why It Matters
WIR	The War of 1812 and the Industrial Revolution
WWWW	What?Where?When?Who?