



COLORADO
Content Standards History Grades 9-12
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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"> • identifying events and people that characterize each of the major eras in United States and world history (listed below). <p><u>Eras in United States History</u> The Americas to 1600 The Colonial Era, 1500 - 1754 The Revolutionary Era, 1754 - 1783 Nation Building, 1783 - 1815 The Expanding Nation, 1815 - 1850 Civil War and Reconstruction, 1850 - 1877 Development of the Industrial United States, 1865 - 1914 The Progressive Era, 1890 - 1914 Emergence of the United States as a World Power, 1890 - 1920 The 20's: Prosperity & Problems Depression and New Deal, 1929 - 1941 World War II and Post War United States, 1939 - 1961 Contemporary United States, 1961 - Present</p> <p><u>Eras in World History</u> Emergence of Civilizations, to 1000 BC The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC - 600 AD The Expansion and Interaction of Civilizations, 600 AD - 1450 AD The Early Modern World, 1450 - 1800 The World in the 19th Century The World in the Contemporary Era</p>	SE: 62-64, 164-169, 223-224, 294-297, 363, 873-880 TWE: C 345, 660 LCE 247 R 123

STANDARDS	PAGE REFERENCES
1.2 Students use chronology to organize historical events and people.	
<ul style="list-style-type: none"> reconstructing the time structure and identifying connections found in historical narratives; 	SE: 728-729, 1031-1032, 1034 <i>Geography & History</i> 762-763 TWE: C 730 Cr 15 DI 1033 RS 1013
<ul style="list-style-type: none"> using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and 	SE: 412-413 <i>Social Studies Skillbuilder</i> 45 TWE: C 730 Cr 438, 504, 788 DTL 493 GOA 413 RS 1013 T 45 TLA 463, 575
<ul style="list-style-type: none"> describing how history can be organized, using various criteria (<i>for example, thematically, chronologically, geographically</i>) to group people and events. 	SE: <i>Chapter Activities</i> 1039 #26 <i>Geography & History</i> 762-763 <i>Social Studies Skillbuilder</i> 45, 748 TWE: C 730 Cr 415, 438 ML 528
1.3 Students use chronology to examine and explain historical relationships.	
<ul style="list-style-type: none"> distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially; 	SE: <i>Critical Thinking Skillbuilder</i> 146 <i>Graph Skills</i> 658 <i>Practicing Skills</i> 235 #28 TWE: GOA 349, 655 LCE 247 TLA 319
<ul style="list-style-type: none"> analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and 	SE: <i>Causes and Effects</i> 129, 345, 784 <i>Critical Thinking</i> 80 #31, 314 #17 <i>Critical Thinking Skillbuilder</i> 146 TWE: CTA 330
<ul style="list-style-type: none"> using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change. 	SE: <i>Social Studies Skillbuilder</i> 45 TWE: Cr 15, 686 GOA 677 TLA 293, 319
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 hypotheses from multiple, historically objective perspectives, using multiple sources; and 	SE: <i>Critical Thinking Skillbuilder</i> 487 <i>Practicing Skills</i> 489 #26 <i>What If...</i> 132-133, 355, 758-759 TWE: RS 333 T 487
<ul style="list-style-type: none"> gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses. 	SE: <i>Critical Thinking Skillbuilder</i> 487, 598, 617, 938, 975 <i>Practicing Skills</i> 489 #26 TWE: T 487, 938, 975

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2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	
<ul style="list-style-type: none"> explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period; 	SE: 1066, 1077 <i>Critical Thinking</i> 976 #20 <i>Critical Thinking Skillbuilder</i> 513, 651, 975 <i>Practicing Skills</i> 977 #23 TWE: ICA 372, 961
<ul style="list-style-type: none"> interpreting oral traditions and legends as “histories”; 	SE: <i>An American Story</i> 20 <i>Fact Fiction Folklore</i> 427 <i>Primary Sources Library</i> 1047 TWE: ICA 87, 129, 287
<ul style="list-style-type: none"> evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and 	SE: <i>Critical Thinking Skillbuilder</i> 513, 651 <i>Social Studies Skillbuilder</i> 424 <i>Writing Activity</i> 947 #23 TWE: CFS 1036 CLA 933 ICA 961 RS 989
<ul style="list-style-type: none"> comparing and contrasting the reliability of information received from multiple sources. 	SE: <i>Critical Thinking Skillbuilder</i> 617, 938, 975, 1000 <i>Practicing Skills</i> 977 #23, 1009 #26 <i>Primary Sources Library</i> 1046-1047 <i>Writing Activity</i> 947 #23 TWE: CTA 1035 T 1000
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"> identifying historical contexts of contemporary issues; 	SE: 939-942, 968, 997, 1003-1004, 1021, 1022-1024, 1025, 1032-1033 TWE: C 1025
<ul style="list-style-type: none"> identifying how print and electronic media can affect perspectives regarding historical events; and 	SE: 905 <i>Critical Thinking Skillbuilder</i> 513, 1000 <i>Social Studies Skillbuilder</i> 390 <i>Technology Skillbuilder</i> 381 TWE: D 1027 GOA 891 ICA 722, 961 T 1000
<ul style="list-style-type: none"> using historical information to interpret and evaluate decisions or policies regarding contemporary issues. 	SE: 933, 939-942, 997, 1003-1004, 1021, 1022-1024, 1025 TWE: R 1025
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 interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the area that is now the United States, including African, Asian, European, Latino, and Native American; 	SE: 89-90, 106-107, 466-467, 935 <i>American Literature</i> 25, 431 <i>Geography & History</i> 474-475 <i>History Online</i> 467 TWE: C 90 RS 48

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion* (<i>for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation</i>); 	SE: 43-44, 54, 56, 106-107, 466-467, 1022-1024 <i>Picturing History</i> 1023 <i>Why It Matters</i> 42-43 TWE: ICA 523 RS 105
<ul style="list-style-type: none"> explaining the reasons for major periods of immigration to the United States and describing how different segments of U.S. society reacted and changed; and 	SE: 273-275, 464-465, 467-468, 610-611, 612 <i>Different Viewpoints</i> 466 <i>Geography Skills</i> 465 TWE: C 468 ICA 467 R 468
<ul style="list-style-type: none"> describing the demographic changes resulting from major migrations in history (<i>for example, migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire; Bantu migrations south; Amer-Indian migrations into Central America; trans-Pacific migration</i>). 	SE: 12-13, 249, 469-470, 816, 982 <i>Geography & History</i> 992-993 <i>Geography Skills</i> 983 TWE: C 250 Cr 982 E 984
3.2 Students understand the history of social organization* in various societies.	
<ul style="list-style-type: none"> explaining how societies are maintained when individuals see benefits and fulfill obligations of membership; 	SE: 54, 186-187, 481-482, 841 <i>Moment in History</i> 859 TWE: CLA 186
<ul style="list-style-type: none"> analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history; 	SE: 86-87, 279, 281-282, 459, 629, 815, 817, 971-972 TWE: PC 830
<ul style="list-style-type: none"> explaining how, throughout history, social organization has been related to distributions of privilege and power; and 	SE: 54-55, 86-87, 253, 267, 471, 995 TWE: DI 52 PC 830
<ul style="list-style-type: none"> describing how societies have become increasingly complex in responding to the fundamental issues of social organization. 	SE: 933, 997-998, 1017 TWE: R 937
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"> analyzing the major technological turning points in history (<i>for example, agricultural revolution, revolutions in transportation, industrial revolution</i>); 	SE: 247-249, 442-445, 641-644, 818-819, 1012-1014 <i>Technology & History</i> 641 TWE: C 250 ICA 643 LCE 247
<ul style="list-style-type: none"> explaining how the scientific revolution affected how people lived in and viewed the world; 	See Glencoe's <i>The American Republic Since 1877</i> © 2005 SE: 179-180
<ul style="list-style-type: none"> describing and explaining the social and economic changes that resulted from industrialization; and 	SE: 248-249, 436-440, 442-445, 447-450, 454-459, 470-471, 481-482, 642-643, 644-645 TWE: LCE 247

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today. 	SE: 998-999, 1012-1015 <i>History Online</i> 1013 <i>Linking Past & Present</i> 817 <i>Technology & History</i> 1014 <i>Why It Matters</i> 848-849 TWE: C 1015 CTA 998 ICA 817 R 1015
4.2 Students understand how economic factors have influenced historical events.	
<ul style="list-style-type: none"> describing how systems of exchange and other economic developments influenced the growth and history of civilizations; 	SE: 27-28, 30-31, 35, 95 <i>Geography Skills</i> 34, 96 TWE: C 31 CTA 16 ICA 35 R 31
<ul style="list-style-type: none"> explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; 	SE: 27-28, 33-34, 35-36, 95 TWE: CTA 16 E 97
<ul style="list-style-type: none"> analyzing the relationship between economic factors and social and political policies throughout United States history; 	SE: 683-688, 737, 842-843, 987-988, 1017 <i>Different Viewpoints</i> 669 TWE: D 669 GOA 677 ICA 161
<ul style="list-style-type: none"> explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and 	SE: 27-28, 30-31, 1023-1024 <i>Geography Skills</i> 34 <i>Picturing History</i> 1023 TWE: C 31 R 31, 1025
<ul style="list-style-type: none"> describing modern historical developments in economic interdependence (<i>for example, the emergence of the Pacific Rim, NAFTA, the European Union</i>), and their impact on individuals and societies. 	SE: 1022-1024 <i>Picturing History</i> 1023 TWE: R 1025
4.3 Students understand the historical development and know the characteristics of various economic systems.	
<ul style="list-style-type: none"> explaining the historical development of the economic system of the United States; 	SE: 248, 438-439, 521, 556, 568-569, 657-660, 1022-1024 <i>Graph Skills</i> 658 TWE: R 570 TTA 704
<ul style="list-style-type: none"> analyzing the history of the relationship between economic systems and the role of governments throughout history; 	SE: 241-242, 438-439, 496-497, 556-558, 568-569, 683-688 TWE: CTA 496 ICA 35
<ul style="list-style-type: none"> describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (<i>for example, manorialism, mercantilism, capitalism, socialism, communism</i>); and 	SE: 33, 98-99, 248, 438-439, 521 TWE: CLA 521 Cr 99 ICA 35, 417

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> tracing the historical factors that led to the transition from local and regional economies to a globally interdependent economy. 	SE: 964, 1013-1014, 1022-1024 <i>Geography & History</i> 944-945 TWE: C 1015 ICA 966 R 1025 TTA 704
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"> identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy (<i>for example, Magna Carta, English Bill of Rights, Mayflower Compact</i>); 	SE: 101-102, 1059, 1060, 1061, 1062, 1063, 1064 TWE: ICA 101
<ul style="list-style-type: none"> analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States; 	SE: 866-868, 933-937, 1006, 1028-1029 <i>Moment in History</i> 752 TWE: AI 135 APV 934 CTA 877 EO 752 R 136
<ul style="list-style-type: none"> identifying and analyzing how historical events have affected the organization of the political system of the United States (<i>for example, the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements</i>); and 	SE: 213-214, 342-345, 502-505, 548-549, 981-983 TWE: C 507 CC 505 E 345 GOA 545
<ul style="list-style-type: none"> analyzing how the United States' political system has dealt with various constitutional crises (<i>for example, the Civil War, Alien-Sedition Acts, assassinations, Watergate</i>). 	SE: 219-220, 223, 342-345, 960-962, 1019-1020, 1028-1029 TWE: C 962 CTA 219 ICA 955
5.2 Students know how various systems of government have developed and functioned throughout history.	
<ul style="list-style-type: none"> comparing and contrasting the characteristics and effects of the various political systems that developed throughout history (<i>for example, republics, representative and direct democracy, feudalism, centralized monarchy, absolutism, principalities, imperial dynasties, tribal kingdoms</i>); 	SE: 24, 28, 33, 147-148, 709-711, 786-787 <i>American Literature</i> 25 TWE: CL 148 DT 720
<ul style="list-style-type: none"> comparing and contrasting the political traditions of Western Hemisphere nations; 	SE: 147-148, 178-187 TWE: CL 148 YDS 182
<ul style="list-style-type: none"> describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them (<i>for example, democracy, fascism, and communism</i>); and 	SE: 147-148, 168, 185-187, 708-710, 786-787, 788 <i>History Online</i> 789 <i>World Geography Connection</i> 148 TWE: DT 720 RS 709

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization. 	SE: 35-36
5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.	
<ul style="list-style-type: none"> explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history; 	SE: 51-53, 714-716, 787-788, 1004 <i>Critical Thinking</i> 732 #18 <i>Why It Matters</i> 1004-1005 TWE: C 789 OI 714
<ul style="list-style-type: none"> analyzing the impact of major revolutions on the realignment of political power throughout the modern world; 	SE: 145, 147-148, 528-529, 968-969, 1002-1003 <i>World Geography Connection</i> 148 TWE: CLA 135
<ul style="list-style-type: none"> analyzing how genocide has been used to acquire or maintain political power; 	SE: 723-724, 1020 TWE: CC 722 DT 720 RS 723
<ul style="list-style-type: none"> describing how the development, expansion, and collapse of empires throughout history has affected the extension of political power; 	SE: 708-710, 713-716, 764-766, 848-850, 956-957, 1002-1003 TWE: CM 709 OI 714 RS 709
<ul style="list-style-type: none"> describing and analyzing the major events in the expansion of the political power of the United States (<i>for example, the American Revolution, the Louisiana Purchase, the Mexican War</i>); 	SE: 145, 151-152, 223-224, 232, 769-771, 781-782, 786, 1035-1037 TWE: C 145, 152, 225 CTA 787
<ul style="list-style-type: none"> analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (<i>for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan</i>); and 	SE: 577-583, 596-597, 708-710, 713-718, 729-730, 778-782, 892-895, 898-901 TWE: DI 710 RS 582
<ul style="list-style-type: none"> giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence. 	SE: 523-533, 1003 <i>Writing Activity</i> 1009 #27 TWE: APV 1002 EC 532
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 the characteristics of relationships among political entities in the past (<i>for example, monarchies, empires, principalities, city-states, federations</i>); 	SE: 27-30, 35-36, 41-42 TWE: CD 60
<ul style="list-style-type: none"> explaining how the growth of nationalism affected the relationships among political powers; 	SE: 243-244, 578, 709-710, 893 TWE: R 244, 895
<ul style="list-style-type: none"> describing the eras of United States diplomacy from the Revolution through the modern period (<i>for example, the Monroe Doctrine, the domino theory, detente</i>); 	SE: 243-244, 523-524, 540-541, 955-957, 1021, 1070 TWE: CTA 956

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> explaining how the foreign policy of the United States and other nations continues to develop and change; and 	SE: 955-957, 967-969, 989-991, 1002-1005, 1020-1021 TWE: C 957 CTA 956 GOA 851 R 991
<ul style="list-style-type: none"> analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International. 	SE: 596-597, 771, 1024-1025 <i>Linking Past & Present</i> 121 TWE: C 650 DI 1024 E 597 ICA 771
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 basic tenets of world religions that have acted as major forces throughout history including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism; 	SE: 27, 60, 275 TWE: CLA 59 FYI 28
<ul style="list-style-type: none"> tracing the history of how principal world religions and belief systems developed and spread; 	SE: 27, 28, 34-35, 54, 275-276, 297 <i>Geography and History</i> 47 <i>Reviewing Key Facts</i> 46 #33
<ul style="list-style-type: none"> explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and 	SE: 34-35, 276, 478, 1020-1021, 1032-1033 <i>Critical Thinking</i> 1038 #22 <i>World Geography Connection</i> 969 TWE: E 1021
<ul style="list-style-type: none"> describing basic ideas of various schools of philosophy that have affected societies throughout history (<i>for example, rationalism, idealism, liberalism, conservatism</i>). 	SE: 108, 276-277, 477-478, 981-983 <i>Critical Thinking</i> 290 #22 <i>Different Viewpoints</i> 986 TWE: ICA 276 ML 981
6.2 Students know how societies have been affected by religions and philosophies.	
<ul style="list-style-type: none"> giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history; 	SE: 60, 68-70, 75, 108-109, 275-276, 845, 983-984 <i>World Geography Connection</i> 969 TWE: C 64, 109
<ul style="list-style-type: none"> explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority; 	SE: 60, 68-70, 149, 1032, 1065 <i>World Geography Connection</i> 969 TWE: YDS 1035
<ul style="list-style-type: none"> explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the United States; and 	SE: 477-478, 648, 1013, 1014 <i>Profiles in History</i> 485, 870 <i>Writing Activity</i> 489 #27
<ul style="list-style-type: none"> explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures. 	See Glencoe's <i>World History</i> © 2005 SE: 77-79, 191-194, 266, 268-269, 270-271

STANDARDS	PAGE REFERENCES
6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.	
<ul style="list-style-type: none"> explaining from an historical context why artistic and literary expression have often resulted in controversy; and 	SE: 326-327, 547-548, 823-824, 924-925 TWE: ICA 276, 722, 899
<ul style="list-style-type: none"> giving examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explaining what they indicate about the values and beliefs of various societies. 	SE: 478-479, 620-621, 628, 924-925 <i>History Through Art 275</i> <i>Primary Sources Library 1055</i> TWE: C 665 DI 622, 628 ICA 479

Codes Used for TWE Pages

AI	Analyzing Information
APV	Analyzing Points of View
C	Close
CC	Curriculum Connection
CD	Creating a Diagram
CFS	Creating a Fact Sheet
CL	Creating a List
CLA	Cooperative Learning Activity
CM	Comparing
Cr	Creating
CTA	Critical Thinking Activity
D	Discussing
DI	Differentiated Instruction
DT	Discussing a Topic
DTL	Drawing a Time Line
E	Enrich
EC	Extending the Content
EO	Expressing an Opinion
FYI	FYI
GOA	Graphic Organizer Activity
ICA	Interdisciplinary Connections Activity
LCE	Listing Cause and Effect
ML	Making a List
OI	Organizing Information
PC	Predicting Consequences
R	Reteach
RS	Reading Strategy
T	Teach
TLA	Time Line Activity
TTA	Team Teaching Activity
YDS	You Don't Say...