



COLORADO
Content Standards History Grades 9-12
***The American Republic Since 1877* © 2005**

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: <i>Chapter 1:</i> pages 10-39 <i>Chapter 2:</i> pages 40-71 <i>Chapter 3:</i> pages 72-149 <i>Chapter 4:</i> pages 150-175 <i>Chapter 5:</i> pages 176-213 <i>Chapter 7:</i> pages 242-281 <i>Chapter 9:</i> pages 306-333 <i>Chapter 13:</i> pages 416-445 <i>Chapter 14:</i> pages 446-471 <i>Chapter 16:</i> pages 508-527 <i>Chapter 17:</i> pages 528-549 <i>Chapter 18:</i> pages 550-579 <i>Chapter 20:</i> pages 610-651 <i>Chapter 22:</i> pages 684-716 <i>Unit 7:</i> pages 714-922
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: 72-73, 216-217, 390-391 <i>Skillbuilder 29</i> <i>You're the Historian</i> 80-81, 406-407 TWE: T 29, 80, 406 TLA 73, 217, 391

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<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: 10-11, 150-151, 242-243, 362-363, 446-447 <i>Skillbuilder 29</i> TWE: T 29 TLA 11, 151, 243, 363, 447
<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>Practicing Skills 39</i> <i>Skillbuilder 29</i> TWE: T50-51 T 29
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>Causes and Effects 20, 84, 236, 473, 532, 660</i> TWE: C 236 Cr 20 CTA 696
<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 20, 84, 236, 473, 532, 660</i> TWE: C 236 Cr 20 CTA 696
<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>Causes and Effects 20, 236</i> <i>Linking Past and Present 34, 441</i> TWE: C 236 Cr 20 CTA 696 LPP 34
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>Skillbuilder 359, 385, 818, 855, 880</i> TWE: T 359, 385, 818, 855, 880
<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>Skillbuilder 256, 359, 385, 426, 470, 525, 818, 855</i> TWE: T 256, 359, 385, 426, 470, 525, 818, 855
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: <i>Different Viewpoints 113, 276, 543, 664</i> <i>Skillbuilder 385</i> TWE: CTA 690 T 385
<ul style="list-style-type: none"> interpreting oral traditions and legends as “histories”; 	SE: <i>American Literature 17</i> TWE: DI 338
<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>Practicing Skills 387, 477, 527</i> <i>Skillbuilder 385, 470, 525</i> TWE: T 385, 470, 525
<ul style="list-style-type: none"> comparing and contrasting the reliability of information received from multiple sources. 	SE: <i>Skillbuilder 107, 470, 818, 855, 880</i> TWE: T 107, 470, 818, 855, 880

STANDARDS	PAGE REFERENCES
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: <i>Linking Past and Present</i> 34, 246, 288, 441, 554, 695 TWE: LPP 34, 246, 288, 554, 695
<ul style="list-style-type: none"> identifying how print and electronic media can affect perspectives regarding historical events; and 	SE: <i>Practicing Skills</i> 281, 827, 889 <i>Skillbuilder</i> 256, 818, 880 TWE: T 256, 818, 880
<ul style="list-style-type: none"> using historical information to interpret and evaluate decisions or policies regarding contemporary issues. 	SE: <i>Practicing Skills</i> 477, 507, 683 <i>Skillbuilder</i> 470, 489, 681 TWE: T 470, 489, 681
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: 316, 498-502, 626-628 <i>Profiles in History</i> 626 TWE: CLA 499 ICA 501 PH 626
<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: 45, 49, 392-397 <i>Why It Matters</i> 26-27 TWE: CTA 396 WM 26
<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: 67-69, 337-340, 484 <i>Different Viewpoints</i> 338 <i>National Geographic</i> 485 TWE: C 340 DI 338 ICA 339 RS 337
<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, 50, 459, 498-499, 501, 627 <i>Linking Past and Present</i> 34 TWE: C 16 F 459 LPP 34
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: 127-129 <i>Reviewing Themes</i> 129 #3 TWE: CLA 128
<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: 165-167, 418-425, 492-495 TWE: C 495 CTA 422 DI 67 RS 419

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<ul style="list-style-type: none"> explaining how, throughout history, social organization has been related to distributions of privilege and power; and 	SE: 182-185, 343 <i>Critical Thinking</i> 345 #5 TWE: CTA 184 RS 182
<ul style="list-style-type: none"> describing how societies have become increasingly complex in responding to the fundamental issues of social organization. 	SE: 343 <i>Critical Thinking</i> 345 #5 TWE: CLA 343
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: 179-180, 292-295, 311-312 TWE: C 295, 312 ICA 181, 311
<ul style="list-style-type: none"> explaining how the scientific revolution affected how people lived in and viewed the world; 	SE: 179-180 <i>Technology & History</i> 182 TWE: C 185 L 180
<ul style="list-style-type: none"> describing and explaining the social and economic changes that resulted from industrialization; and 	SE: 180-181 TWE: CLA 179 L 180
<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: 179-180, 292-295, 311-312 TWE: C 295, 312 ICA 181, 311
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: 21-22, 27-28 <i>Causes & Effects</i> 20 <i>Reviewing Themes</i> 23 TWE: C 23, 28 DI 20
<ul style="list-style-type: none"> explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; 	SE: 20, 63-64 <i>Writing About History</i> 64 TWE: Cr 20
<ul style="list-style-type: none"> analyzing the relationship between economic factors and social and political policies throughout United States history; 	SE: 393-394, 440, 483-484, 707-708, 905 TWE: CLA 393 DI 394, 440
<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: 104, 394-395, 844, 903-904 TWE: C 710 ICA 395
<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: 903 <i>Critical Thinking</i> 905 #6 <i>Picturing History</i> 903

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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"> explaining the historical development of the economic system of the United States; 	SE: 245-246, 372-374, 393-394, <i>Geography and History</i> 824-825 <i>Linking Past and Present</i> 246 TWE: CLA 373 LPP 246 T 824
<ul style="list-style-type: none"> analyzing the history of the relationship between economic systems and the role of governments throughout history; 	SE: 63, 65-66, 310-311, 534, 543-546, 558-559, 576-577, 688, 734-735 TWE: C 534, 577 T 543
<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: 19, 63, 65-66, 425, 867 <i>Critical Thinking</i> 69 #6 TWE: CTA 62
<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: 902-905 <i>Critical Thinking</i> 905 #5 <i>Geography and History</i> 824-825 TWE: C 825 T 824
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: 66, 67, 942-943, 945-946 <i>American Literature</i> 17 <i>An American Story</i> 48 <i>Looking Back</i> 740-741 TWE: EC 740
<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: <i>Looking Back</i> 238-239, 570-571, 740-741, 918-919 TWE: C 239, 571, 741, 919 T 238, 570, 740, 918
<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: 208-209, 372-379, 441-442 <i>Causes and Effects</i> 236 <i>Looking Back</i> 666-667 TWE: C 379, 442 CTA 208 T 666
<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: 157-159, 190, 220, 234, 383-384 TWE: DI 840 ICA 221, 841

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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: 19-20, 100-101, 421 TWE: CLA 101 ICA 421 T 101
<ul style="list-style-type: none"> comparing and contrasting the political traditions of Western Hemisphere nations; 	SE: <i>Looking Back</i> 496-497, 740-741 <i>Skillbuilder</i> 107 TWE: C 497 T 107, 496, 740
<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: 421, 584-588, 912 TWE: ICA 421 RS 585
<ul style="list-style-type: none"> explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization. 	See Glencoe's <i>World History</i> © 2005. SE 40-41, 98-103, 564-569
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: 392-397, 584-588, 884-885 <i>Analyzing Visuals</i> 397 TWE: C 397 CTA 885 RS 585
<ul style="list-style-type: none"> analyzing the impact of major revolutions on the realignment of political power throughout the modern world; 	SE: 85-89, 155, 467, 473, 585 TWE: C 89 CTA 88 EC 87 FYI 467
<ul style="list-style-type: none"> analyzing how genocide has been used to acquire or maintain political power; 	SE: 595-600, 900 <i>Critical Thinking</i> 600 #6 <i>The Final Solution</i> 597 TWE: C 600 ICA 598 RS 599
<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: 18-19, 392-397 <i>Writing About History</i> 397 TWE: C 397 ICA 21
<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: 98-99, 163, 208-209, 392-397 TWE: C 99, 397 CTA 208

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<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: 464-469, 584-588, 772-775, 790-794, 848 TWE: C 469, 588, 775 ICA 793 RS 585, 773
<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: 404-405, 725 <i>Writing About History</i> 405 TWE: EC 404
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: 18-19, 20-22, 101 TWE: RS 22 T 101
<ul style="list-style-type: none"> explaining how the growth of nationalism affected the relationships among political powers; 	SE: 170-173, 450, 585-586 TWE: C 173 RS 171
<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: 173, 413, 522-523, 587-588, 774, 836-837 TWE: C 413, 588, 837
<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: 882-885, 900-901, 902-905, 911-917 TWE: C 901, 917
<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: 468, 522-523, 647, 903 TWE: C 469 ICA 647
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: 18-20, 69, 195, 863-864 <i>Reviewing Themes</i> 69 TWE: C 69
<ul style="list-style-type: none"> tracing the history of how principal world religions and belief systems developed and spread; 	SE: 19-20, 68-69 TWE: C 69
<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: 19-20, 51, 900-901 <i>Looking Back</i> 496-497 TWE: C 497
<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: 860-864 <i>Writing About History</i> 864 TWE: DI 862 R 864 RS 861 T 861

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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: 68-69, 356-357, 425, 863-864 <i>Looking Back</i> 496-497 TWE: C 69
<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: 18-20, 863-864 <i>Looking Back</i> 496-497 TWE: T 496
<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: 349
<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
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: <i>American Literature</i> 237, 443, 649, 887 TWE: AL 237, 443, 649, 887
<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: 499-500, 853-854 <i>Time Notebook</i> 370-371, 504-505 TWE: CLA 499 ICA 501

Codes Used for TWE Pages

AL	American Literature
C	Close
CLA	Cooperative Learning Activity
Cr	Creating
CTA	Critical Thinking Activity
DI	Differentiated Instruction
EC	Extending the Content
F	Finding an Artifact
FYI	FYI
ICA	Interdisciplinary Connections Activity
L	Listing
LPP	Linking Past and Present
PH	Profiles in History
R	Reteach
RS	Reading Strategy
T	Teach
TLA	Time Line Activity
WM	Why It Matters