



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: 27-31, 37-43, 45, 53, 536-540, 547-553, 717-720 TWE: RS 718, 800, 818 CLA 719 C 822
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: 412-413, 431-432, 589-594, 596-603 <i>Eyewitness to History</i> 414, 433, 595, 823 TWE: C 822 WA 823 RS 597

STANDARDS	PAGE REFERENCES
<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: 282-283, 312-313, 344-345, 404-405 TWE: RS 597 C 822 TLA 283, 313, 345, 405
<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: T58-T61, RH10-11, RA32-RA33, 14-15, 37-43, 45-53, 282-283, 312-313, 344-345, 404-405 <i>Geography Skills</i> 38 TWE: T 14 TLA 283, 313, 345, 405 C 822 RS 597
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: 407-413, 536-540, 581-588 TWE: WA 531 CLA 537 CAT 585 CT 537, 585 RA 540, 588 C 540
<ul style="list-style-type: none"> analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and 	SE: 407-413, 536-540, 581-588 TWE: WA 531 CLA 537 CAT 585 CT 537, 585 RA 540, 588 C 540
<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: 407-413, 536-540, 581-588 TWE: WA 531 CLA 537 CAT 585 CT 537, 585 RA 540, 588 C 540 RS 597
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: 988-989, 990-991 <i>SkillBuilder</i> 351, 423, 837 TWE: T 351, 423, 837, 990 CLA 656 WA 656
<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: 988-989, 990-991 <i>SkillBuilder</i> 351, 423, 837 TWE: T 351, 423, 837, 990 CLA 656 WA 656 CTA 667

STANDARDS	PAGE REFERENCES
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: 988-989, 991, 994 <i>SkillBuilder</i> 351, 635 TWE: CTA 667 EPS 991, 994 T 351, 635
<ul style="list-style-type: none"> interpreting oral traditions and legends as “histories”; 	SE: 112-113, 988-989 TWE: OH 988 ICA 112 RC 113 RA 113
<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: 988-989, 991, 994 <i>SkillBuilder</i> 351, 635 TWE: CTA 667 EPS 991, 994 T 351, 635
<ul style="list-style-type: none"> comparing and contrasting the reliability of information received from multiple sources. 	SE: 988-989, 991, 994 <i>SkillBuilder</i> 351, 635 TWE: CTA 667 EPS 991, 994 T 351, 635
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: 712-713, 969-973, 974-976 TWE: CAT 237, 675, 743, 756 BN 712 CLA 712 TI 714
<ul style="list-style-type: none"> identifying how print and electronic media can affect perspectives regarding historical events; and 	SE: 721-722, 760, 767, 772-773
<ul style="list-style-type: none"> using historical information to interpret and evaluate decisions or policies regarding contemporary issues. 	SE: 712-713, 969-973, 974-976 TWE: CAT 237, 675, 743, 756 BN 712 CLA 712 TI 714
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: 410-413, 415-416, 633, 831, 863-865 <i>Eyewitness to History</i> 414, 869 TWE: CC 411 E 416 ETC 865 CTA 864 T 869

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: 410-413, 415-418, 434-439, 532-534, 536-540 TWE: RS 416, 436 E 416 ETC 435 CLA 537
<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: 412-413, 415-417, 538-540 TWE: ETC 551
<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: 74, 177-178, 232, 269-270 <i>National Geographic</i> 74, 176 TWE: GS 74, 176 CT 74 TP 232
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: 115-120, 124-125 <i>The Way It Was</i> 118-119 TWE: RC 116, 120 RS 117 E 118, 123 C 120 WA 119 ETC 118
<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: 115-120, 125, 165-168, 205-206 <i>The Way It Was</i> 118-119, 204-205 TWE: RS 117 WA 119 C 120 CAT 166 RA 206
<ul style="list-style-type: none"> explaining how, throughout history, social organization has been related to distributions of privilege and power; and 	SE: 115-120, 125, 165-168, 205-206, 287-290, 291-296, 317-318 <i>The Way It Was</i> 118-119, 204-205 TWE: RS 117 WA 119 C 120 CAT 166 RA 206
<ul style="list-style-type: none"> describing how societies have become increasingly complex in responding to the fundamental issues of social organization. 	SE: 115-120, 125, 165-168, 205-206, 287-290, 291-296, 317-318 <i>The Way It Was</i> 118-119, 204-205 TWE: RS 117 WA 119 C 120 CAT 166 RA 206

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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: 27-30, 581-588 <i>National Geographic</i> 28 TWE: GS 28 E 29 CLA 583, 584 RA 31 TP 582, 583
<ul style="list-style-type: none"> explaining how the scientific revolution affected how people lived in and viewed the world; 	SE: 511-517 <i>A Story That Matters</i> 510 TWE: T 510 W 512 CT 515 C 517 CC 515
<ul style="list-style-type: none"> describing and explaining the social and economic changes that resulted from industrialization; and 	SE: 581-588 <i>The Way It Was</i> 586-587 TWE: CLA 583, 584 TP 583 CTA 587 CT 585, 586 C 588 DI 586
<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: 844-845, 971-972 TWE: TP 971 M 873, 967 T 844 BN 844
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: 40, 73, 93, 125, 161-162, 320, 321, 618 TWE: CC 93 E 160 CAT 160 ICA 320
<ul style="list-style-type: none"> explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; 	SE: 40, 73, 93, 125, 161-162, 320, 321, 789-790, 959 TWE: CC 93 E 160 ICA 320
<ul style="list-style-type: none"> analyzing the relationship between economic factors and social and political policies throughout United States history; 	SE: 410-413, 415-416, 633, 831, 863-864 TWE: E 416, 864 ETC 831 CC 863

STANDARDS	PAGE REFERENCES
<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: 83, 203-204, 225-226, 228, 229-230 <i>National Geographic</i> 83 <i>Picturing History</i> 229 TWE: ETC 230 CAT 229 GS 83 W 83 PH 229
<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: 885, 888 <i>National Geographic</i> 885 <i>Connections</i> 618 TWE: GS 885 RA 888
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: 410-413, 415-416, 633, 831, 863-864 TWE: E 416, 864 ETC 831 CC 863
<ul style="list-style-type: none"> analyzing the history of the relationship between economic systems and the role of governments throughout history; 	SE: 410-413, 415-416, 633, 831, 863-864, 885, 888 <i>National Geographic</i> 885 <i>Connections</i> 618 TWE: GS 885 RA 888 E 416, 864 ETC 831 CC 863
<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: 317-318, 320, 413, 618-619, 736-737 TWE: CLA 317 CAT 317 E 318 CA 317 ICA 320 CTA 618 RA 619
<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: 885, 888 <i>National Geographic</i> 885 <i>Connections</i> 618 TWE: GS 885 RA 888
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: 297, 299, 439, 540, 550-551, 591 TWE: TP 298 RC 439 CC 438

STANDARDS	PAGE REFERENCES
<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: 539-540, 863-865 <i>Eyewitness to History</i> 869 TWE: CC 438 ETC 865 CT 865, 867 T 869 E 538 CA 539
<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: 538-540, 633, 863-868 <i>Eyewitness to History</i> 869 TWE: WA 538 CA 539 T 869 RA 540 CLA 863 ETC 865 CTA 864
<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: 538-540, 633, 863-868, 886-887 <i>Picturing History</i> 887 <i>Eyewitness to History</i> 869 TWE: WA 538 CA 539 T 869 RA 540 RS 863, 887 ETC 865 CTA 864 PH 887
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: 117-120, 123, 150-151, 291-296, 317-318, 339-340, 538-540 TWE: TP 123, 539 CA 539 ETC 118 E 123, 538
<ul style="list-style-type: none"> comparing and contrasting the political traditions of Western Hemisphere nations; 	SE: 538-540, 671-677, 911-914 TWE: CC 438, 672 E 538 CA 539 RA 677
<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: 539-540, 618-619, 758-764, 801, 863-865, 911-914 TWE: CAT 760, 761 CT 760, 912 CLA 761

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: 539-540, 550-553, 555-561, 629-634 TWE: CA 539 WA 538 RA 540 DI 550, 631 CT 631
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: 40-41, 74, 98-103, 564-569 <i>National Geographic</i> 100, 101, 567 TWE: CT 74 CTA 75 GS 100, 101, 567 CA 566
<ul style="list-style-type: none"> analyzing the impact of major revolutions on the realignment of political power throughout the modern world; 	SE: 536-540, 547-553, 555-561, 563-569, 732-737, 879-882 TWE: CT 537 RS 736 RA 540 TI 544 ETC 551
<ul style="list-style-type: none"> analyzing how genocide has been used to acquire or maintain political power; 	SE: 782-783, 824-828 TWE: E 782, 826 ETC 782 WA 827 CTA 825, 827 CAT 825 CT 825 C 829
<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: 40-41, 74, 98-103, 564-569, 875-878, 879-882 <i>National Geographic</i> 100, 101, 567 TWE: CT 74 CTA 75 GS 100, 101, 567 CA 566
<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: 538-540 TWE: E 538 CT 537 CA 539
<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: 717-720, 721-727, 739-744, 758-764, 766-771, 809-813, 814-822 TWE: ETC 741 RS 718 CT 724, 725, 768 CLA 719 E 727

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<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: 876-878, 879-882, 885-886, 901-903, 909, 911-914 <i>National Geographic 877</i> TWE: GS 877 RS 877, 880 WA 877 CC 880
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: 117-120, 123, 150-151, 291-296, 317-318, 339-340, 538-540 TWE: TP 123, 539 CA 539 ETC 118 E 123, 538
<ul style="list-style-type: none"> explaining how the growth of nationalism affected the relationships among political powers; 	SE: 568, 660, 668-670, 671-677, 717-720, 784-785, 788-789
<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: 673, 853-854, 875-876, 955-956 TWE: RS 673 CAT 675 C 854 WA 877 RC 956
<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: 673, 853-854, 875-876, 932-934, 955-956, 972-973, 974-976 TWE: RS 673 CAT 675 C 854, 976 WA 877 RC 956 CC 972
<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: 712-713, 742, 752-753, 784-785, 974-975 TWE: T 712 BN 712 CLA 712 CC 742 CT 753
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: 56, 77-79, 172-174, 216-219, 266, 268-269 TWE: CC 77 E 77 DI 172 RA 79, 173 TP 172 C 79

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<ul style="list-style-type: none"> tracing the history of how principal world religions and belief systems developed and spread; 	SE: 56, 77-79, 172-174, 216-219, 266, 268-269 TWE: CC 77 E 77 DI 172 RA 79, 173 TP 172 C 79
<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: 201-202, 306-308, 931-932 <i>Connections</i> 271 TWE: RS 269 E 271 W 931 CC 931 CT 306
<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: 516-517, 590-591 TWE: CT 591
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: 56, 77-79, 172-174, 216-219, 266, 268-269 TWE: CC 77 E 77 DI 172 RA 79, 173 TP 172 C 79
<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: 56, 77-79, 172-174, 216-219, 266, 268-269 TWE: CC 77 E 77 DI 172 RA 79, 173 TP 172 C 79
<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: 516-517, 590-591 TWE: CT 591
<ul style="list-style-type: none"> explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures. 	SE: 77-79, 191-194, 266, 268-269, 270-271 <i>Connections</i> 271 TWE: CC 77 E 77, 271 RA 269 CT 306
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: 518-525 <i>History Through Art</i> 520 TWE: HA 520 CTA 520 CAT 522 CT 520, 521

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<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: <i>The Way It Was</i> 294-295 <i>Connections</i> 240 <i>History Through Architecture</i> 267, 275, 277, 332 TWE: ICA 240 M 283 CLA 294 CT 332 ETC 332

Codes Used for TWE Pages

BN	Background Notes
C	Close
CA	Charting Activity
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CT	Critical Thinking
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
EPS	Evaluating the Primary Source
ETC	Extending the Content
GS	Geography Skills
HA	History Through Art
ICA	Interdisciplinary Connections Activity
M	More About
OH	Oral Histories
PH	Picturing History
RA	Reteaching Activity
RC	Reading Check
RS	Reading Strategy
T	Teach
TI	The Impact Today
TLA	Time Line Activity
TP	Turning Point
W	Who?Where?What?When?
WA	Writing Activity