

**GLENCOE CORRELATION**  
**THE AMERICAN REPUBLIC SINCE 1877**  
**COLORADO**  
**Content Standards History Grades 9-12**

STANDARDS	PAGE REFERENCES
<b>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.</b>	
<b>1.1 Students know the general chronological order of events and people in history.</b>	
<ul style="list-style-type: none"> <li>identifying events and people that characterize each of the major eras in United States and world history (listed below).</li> </ul> <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 &amp; 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>	<p>SE: Chapter 1: 10-39, Chapter 2: 40-71, Chapter 3: 72-149, Chapter 4: 150-175, Chapter 5: 176-213, Chapter 7: 242-281, Chapter 9: 306-333, Chapter 13: 416-445, Chapter 14: 446-471, Chapter 16: 508-527, Chapter 17: 528-549, Chapter 18: 550-579, Chapter 20: 610-651, Chapter 22: 684-716, Unit 7: 714-922</p>
<b>1.2 Students use chronology to organize historical events and people.</b>	
<ul style="list-style-type: none"> <li>reconstructing the time structure and identifying connections found in historical narratives;</li> </ul>	<p>SE: 29, 72-73, 216-217, 390-391  <i>You're the Historian</i> 80-81, 406-407  TWE: T 29, 40, 80  TLA 73, 217, 391</p>
<ul style="list-style-type: none"> <li>using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and</li> </ul>	<p>SE: 10-11, 29, 150-151, 242-243, 362-363, 446-447  TWE: T 29  TLA 11, 151, 243, 363, 447</p>

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<ul style="list-style-type: none"> <li>describing how history can be organized, using various criteria (<i>for example, thematically, chronologically, geographically</i>) to group people and events.</li> </ul>	TWE: T50-T51
<b>1.3 Students use chronology to examine and explain historical relationships.</b>	
<ul style="list-style-type: none"> <li>distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially;</li> </ul>	SE: <i>Causes and Effects</i> 20, 84, 236, 473, 532, 660 TWE: C 236 Cr 20
<ul style="list-style-type: none"> <li>analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and</li> </ul>	SE: <i>Causes and Effects</i> 20, 84, 236, 473, 532, 660 TWE: C 236 Cr 20
<ul style="list-style-type: none"> <li>using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change.</li> </ul>	SE: <i>Causes and Effects</i> 20, 236 <i>Linking Past and Present</i> 34, 441 TWE: C 236 Cr 20 LPP 34
<b>STANDARD 2: Students know how to use the processes and resources of historical inquiry.</b>	
<b>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.</b>	
<ul style="list-style-type: none"> <li>formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and</li> </ul>	SE: 359, 385, 818, 855 TWE: T 359, 385, 818, 855
<ul style="list-style-type: none"> <li>gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.</li> </ul>	SE: 256, 359, 385, 426, 470, 525 TWE: T 256, 359, 385, 426, 470, 525
<b>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</b>	
<ul style="list-style-type: none"> <li>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;</li> </ul>	SE: 385 <i>Different Viewpoints</i> 113, 276, 543, 664 TWE: T 385
<ul style="list-style-type: none"> <li>interpreting oral traditions and legends as “histories”;</li> </ul>	SE: 17
<ul style="list-style-type: none"> <li>evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and</li> </ul>	SE: 385, 470, 525 TWE: T 385, 470, 525
<ul style="list-style-type: none"> <li>comparing and contrasting the reliability of information received from multiple sources.</li> </ul>	SE: 107, 818, 855, 880 TWE: T 107, 818, 855, 880
<b>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</b>	
<ul style="list-style-type: none"> <li>identifying historical contexts of contemporary issues;</li> </ul>	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"> <li>identifying how print and electronic media can affect perspectives regarding historical events; and</li> </ul>	SE: 818, 880 TWE: T 818, 880

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<ul style="list-style-type: none"> <li>using historical information to interpret and evaluate decisions or policies regarding contemporary issues.</li> </ul>	SE: 470, 489, 681 TWE: T 470, 489, 681
<b>STANDARD 3: Students understand that societies are diverse and have changed over time.</b>	
<b>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</b>	
<ul style="list-style-type: none"> <li>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;</li> </ul>	SE: 316, 498-502, 626-628 TWE: CLA 499 ICA 501 PH 626
<ul style="list-style-type: none"> <li>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>);</li> </ul>	SE: 45, 49, 392-397 <i>Why It Matters</i> 26-27 TWE: CLA 393 CTA 396 WM 26
<ul style="list-style-type: none"> <li>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</li> </ul>	SE: 67-69, 337-340, 484-485
<ul style="list-style-type: none"> <li>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>).</li> </ul>	SE: 12-13
<b>3.2 Students understand the history of social organization* in various societies.</b>	
<ul style="list-style-type: none"> <li>explaining how societies are maintained when individuals see benefits and fulfill obligations of membership;</li> </ul>	SE: 127-129 TWE: CLA 128
<ul style="list-style-type: none"> <li>analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history;</li> </ul>	SE: 165-169, 418-425, 492-495 TWE: C 495 CLA 419 MSN 67
<ul style="list-style-type: none"> <li>explaining how, throughout history, social organization has been related to distributions of privilege and power; and</li> </ul>	SE: 182-183, 343 TWE: CLA 342 CTA 182
<ul style="list-style-type: none"> <li>describing how societies have become increasingly complex in responding to the fundamental issues of social organization.</li> </ul>	SE: 343 TWE: CLA 343

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<b>STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</b>	
<b>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</b>	
<ul style="list-style-type: none"> <li>analyzing the major technological turning points in history (<i>for example, agricultural revolution, revolutions in transportation, industrial revolution</i>);</li> </ul>	SE: 179-180, 292-295, 311-312 TWE: C 295, 312 ICA 181, 311
<ul style="list-style-type: none"> <li>explaining how the scientific revolution affected how people lived in and viewed the world;</li> </ul>	SE: 179-180
<ul style="list-style-type: none"> <li>describing and explaining the social and economic changes that resulted from industrialization; and</li> </ul>	SE: 180-181 TWE: CLA 179
<ul style="list-style-type: none"> <li>analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today.</li> </ul>	SE: 179-180, 292-295, 311-312 TWE: C 295, 312 ICA 181, 311
<b>4.2 Students understand how economic factors have influenced historical events.</b>	
<ul style="list-style-type: none"> <li>describing how systems of exchange and other economic developments influenced the growth and history of civilizations;</li> </ul>	SE: 21-22 TWE: MSN 20
<ul style="list-style-type: none"> <li>explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state;</li> </ul>	SE: 20, 63-64
<ul style="list-style-type: none"> <li>analyzing the relationship between economic factors and social and political policies throughout United States history;</li> </ul>	SE: 393-394, 440, 483-484, 707-708, 905 TWE: CLA 393 MSN 440
<ul style="list-style-type: none"> <li>explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and</li> </ul>	SE: 104, 394-395, 844, 903-904 TWE: CLA 844 ICA 395
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 903
<b>4.3 Students understand the historical development and know the characteristics of various economic systems.</b>	
<ul style="list-style-type: none"> <li>explaining the historical development of the economic system of the United States;</li> </ul>	SE: 245-246, 372-374, 393-394, 824-825 TWE: CLA 373 LPP 246 T 824
<ul style="list-style-type: none"> <li>analyzing the history of the relationship between economic systems and the role of governments throughout history;</li> </ul>	SE: 63, 65-66, 310-311
<ul style="list-style-type: none"> <li>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</li> </ul>	SE: 63, 65-66, 425

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<ul style="list-style-type: none"> <li>tracing the historical factors that led to the transition from local and regional economies to a globally interdependent economy.</li> </ul>	SE: 824-825, 902-905 TWE: T 824
<b>STANDARD 5: Students understand political institutions and theories that have developed and changed over time.</b>	
<b>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</b>	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	SE: 17, 66, 67, 740, 741 <i>An American Story</i> 48 TWE: EC 740
<ul style="list-style-type: none"> <li>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;</li> </ul>	SE: 238-239, 570-571, 740-741, 918-919 TWE: T 238, 570, 740, 918
<ul style="list-style-type: none"> <li>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</li> </ul>	SE: 208-209, 372-379, 441-442, 666-667 <i>Causes and Effects</i> 236 TWE: C 379, 442 CTA 208 T 666
<ul style="list-style-type: none"> <li>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>).</li> </ul>	SE: 157-159, 190, 220, 234, 383-384 TWE: ICA 221, 841
<b>5.2 Students know how various systems of government have developed and functioned throughout history.</b>	
<ul style="list-style-type: none"> <li>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>);</li> </ul>	SE: 19-20, 100-101 TWE: CLA 101
<ul style="list-style-type: none"> <li>comparing and contrasting the political traditions of Western Hemisphere nations;</li> </ul>	SE: 107, 496-497, 740-741 TWE: T 107, 496, 740
<ul style="list-style-type: none"> <li>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</li> </ul>	SE: 584-588 TWE: CLA 585
<ul style="list-style-type: none"> <li>explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.</li> </ul>	See Glencoe's <i>World History</i> SE 40-41, 98-103, 564-569

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<b>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</b>	
<ul style="list-style-type: none"> <li>explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;</li> </ul>	SE: 392-397, 584-588 TWE: C 397 CLA 393, 585
<ul style="list-style-type: none"> <li>analyzing the impact of major revolutions on the realignment of political power throughout the modern world;</li> </ul>	SE: 85-89, 155, 467, 473, 585 TWE: C 89 EC 87 FYI 467
<ul style="list-style-type: none"> <li>analyzing how genocide has been used to acquire or maintain political power;</li> </ul>	SE: 595-600 TWE: C 600 ICA 598
<ul style="list-style-type: none"> <li>describing how the development, expansion, and collapse of empires throughout history has affected the extension of political power;</li> </ul>	SE: 18-19
<ul style="list-style-type: none"> <li>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>);</li> </ul>	SE: 98-99, 163, 208-209, 392-397 TWE: C 99, 397 CLA 393 CTA 208
<ul style="list-style-type: none"> <li>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</li> </ul>	SE: 464-469, 584-588, 772-775, 790-794, 848 TWE: C 469, 588, 775 CLA 585, 773 ICA 793
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 725
<b>5.4 Students know the history of relationships among different political powers and the development of international relations.</b>	
<ul style="list-style-type: none"> <li>describing the characteristics of relationships among political entities in the past (<i>for example, monarchies, empires, principalities, city-states, federations</i>);</li> </ul>	SE: 18-19, 20-22 TWE: CTA 22 ICA 20
<ul style="list-style-type: none"> <li>explaining how the growth of nationalism affected the relationships among political powers;</li> </ul>	SE: 170-173, 450, 585-586 TWE: C 173
<ul style="list-style-type: none"> <li>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>);</li> </ul>	SE: 173, 413, 522-523, 587-588, 774, 836-837 TWE: C 413, 588, 837
<ul style="list-style-type: none"> <li>explaining how the foreign policy of the United States and other nations continues to develop and change; and</li> </ul>	SE: 882-885, 900-901, 902-905, 911-917 TWE: C 901, 917 CLA 903

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<ul style="list-style-type: none"> <li>analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International.</li> </ul>	SE: 468, 522-523, 647, 903 TWE: ICA 647
<b>STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.</b>	
<b>6.1 Students know the historical development of religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>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;</li> </ul>	SE: 18-20, 69 TWE: C 69
<ul style="list-style-type: none"> <li>tracing the history of how principal world religions and belief systems developed and spread;</li> </ul>	SE: 19-20, 68-69 TWE: C 69
<ul style="list-style-type: none"> <li>explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and</li> </ul>	SE: 19-20, 51, 496-497, 900-901 TWE: C 497
<ul style="list-style-type: none"> <li>describing basic ideas of various schools of philosophy that have affected societies throughout history (<i>for example, rationalism, idealism, liberalism, conservatism</i>).</li> </ul>	SE: 860-861 TWE: T 861
<b>6.2 Students know how societies have been affected by religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history;</li> </ul>	SE: 68-69, 356, 425, 496-497 TWE: C 69
<ul style="list-style-type: none"> <li>explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority;</li> </ul>	SE: 18-20, 496-497 TWE: T 496
<ul style="list-style-type: none"> <li>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</li> </ul>	SE: 349
<ul style="list-style-type: none"> <li>explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures.</li> </ul>	See Glencoe's <i>World History</i> SE: 77-79, 191-194, 266, 268-269, 270-271
<b>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.</b>	
<ul style="list-style-type: none"> <li>explaining from an historical context why artistic and literary expression have often resulted in controversy; and</li> </ul>	SE: 237, 443, 649, 887 TWE: AL 237, 443, 649, 887
<ul style="list-style-type: none"> <li>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.</li> </ul>	SE: 370-371, 499-500, 504-505, 853-854 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
EC	Extending the Content
FYI	FYI
ICA	Interdisciplinary Connections Activity
LPP	Linking Past and Present
MSN	Meeting Special Needs
PH	Profiles in History
T	Teach
TLA	Time Line Activity
WM	Why It Matters