



COLORADO
Content Standards History Grades 5-8
***Human Heritage: A World History* © 2004**

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.	
chronologically organizing major events and people of United States history; and	SE: 490-499, 508-513, 526-530, 545-552 TWE: MSN 493 EC 495
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: 490-499, 508-513, 526-530, 535, 545-552 <i>People in History</i> 528 TWE: EC 494 MSN 509 MC 512 LPP 513
1.2 Students use chronology to organize historical events and people.	
identifying examples of how various cultures* have used calendars to organize and measure time;	SE: 64, 79, 122, 138, 139, 229 TWE: LPP 237 CL 267
constructing tiered timelines to show how different series of events happened simultaneously; and	TWE: GC 2, 52, 98, 148, 262, 314, 364, 430, 484, 542
illustrating the time structure of events in historical narratives.	TWE: CL 34, 212, 295, 640, 648
1.3 Students use chronology to examine and explain historical relationships.	
interpreting historical data to determine cause-effect and time-order relationships; and	SE: <i>Critical Thinking Skills</i> 29 <i>Linking Across Time</i> 531 TWE: EC 35, 270 MSN 285, 304 MP 395 CL 550
explaining patterns and identifying themes in related events over time.	SE: <i>Linking Across Time</i> 7, 38, 70, 268 TWE: MP 22-23 CL 34, 515
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.	
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: 672-673, 674-675, 676-677, 678-679, 680-681, 682-683, 684-685, 686-687 TWE: TN 672, 673

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gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and	SE: <i>Critical Thinking Skills</i> 170 <i>Technology Skills</i> 390 TWE: MSN 18 CL 130, 174, 227, 235, 664 TTS 390, 692
determining if the information gathered is sufficient to answer historical questions.	TWE: EC 14 TTS 29 MSN 154, 223 CL 251, 512
2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	
distinguishing between primary and secondary sources;	SE: 672-673 TWE: TN 672
interpreting the data in historical maps, photographs, art works, and other artifacts; and	SE: 673 <i>Map Skills</i> 165, 211, 306, 356, 567, 651 TWE: CL 130
examining data for point of view, historical context, bias, distortion, or propaganda.	SE: 672-673 <i>Critical Thinking Skills</i> 60, 170 <i>Technology Skills</i> 390 TWE: TTS 170, 694 TN 673
2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.	
Examining current concepts, issues, events, and themes from multiple historical perspectives.	SE: 645-650, 652-659, 660-665 TWE: SO 649, 657, 668 LPP 652 DYK 653 CL 655
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.	
describing the common traits and characteristics that unite the United States as a nation and a society;	SE: 545-546 TWE: MP 510 LPP 513 EC 549 CL 661
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: 471-476, 487-500 TWE: SO 511, 534 LPP 513 DYK 552 MP 553, 637 CL 554 EC 556
describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and	SE: 426-427, 480-481, 538-539, 596-597 TWE: CL 630, 655 EC 639, 641 SO 649 DYK 656

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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: 55-64, 67-80, 83-92, 94-95 <i>People in History</i> 61 TWE: GH 59, 86 DYK 72 CL 85 EC 86
3.2 Students understand the history of social organization* in various societies.	
describing and giving examples of basic elements of culture and social organization;	SE: 34-37, 41-46 <i>Then & Now</i> 37, 41 <i>Fun Facts</i> 40 TWE: CL 45, 235 MC 586
explaining how forces of tradition have acted to maintain elements of social organization throughout history;	TWE: MC 90, 220, 239, 586 LPP 145 MP 238 SO 426
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	TWE: MC 41, 154 MP 70 DYK 72, 74, 124 SO 94, 144, 187, 372
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: 532, 551-552 TWE: EC 494
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.	
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: 523-535 <i>People in History</i> 528 TWE: MC 525, 527 GH 526 MSN 527 LPP 528 SO 528, 531, 534
describing and explaining how industrialization influenced the movement of people (<i>for example, to and from urban, suburban, and rural areas</i>);	SE: 532-533, 534, 546-549 <i>Then & Now</i> 532
identifying and explaining the consequences of scientific and technological changes (<i>for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine</i>); and	SE: 530-532 TWE: EC 35 MC 527, 532
relating differences in technology to differences in how people live in various regions of the world.	SE: 639-641 TWE: MC 524 EC 532 EAG 634, 639
4.2 Students understand how economic factors have influenced historical events.	
explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region;	SE: 546-550

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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: 508-509, 526-533, 535 TWE: EAG 240, 376, 529, 613, 639 MC 508, 527
explaining how societies are and have been linked by economic factors.	SE: 508-509, 612, 639-640, 665 TWE: EAG 130, 626 MC 508 MSN 555 CL 640
4.3 Students understand the historical development and know the characteristics of various economic systems.	
describing the general characteristics of economic systems (<i>for example, scarcity, growth, distribution of goods and services, production, and consumption</i>); and	TWE: EAG 42, 84, 304, 612, 613
describing historical events and individuals in the economic development of the United States.	SE: 508-509, 526-533, 535 <i>People in History</i> 528 TWE: EAG 240, 376, 529, 639 MC 527, 534
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.	
explaining the historical development of democratic governmental principles and institutions;	SE: 169-171, 219-220, 415-416, 503-507, 512-513 <i>Linking Across Time</i> 268 TWE: EC 494 LPP 513
describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and	SE: 512-513 TWE: MC 512 LPP 513
giving examples of extensions and restrictions of political and civil rights in United States history.	SE: 551 TWE: SO 511 MC 551, 552
5.2 Students know how various systems of government have developed and functioned throughout history.	
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: 61-63, 114, 169-171, 219-220, 336-337 <i>Linking Across Time</i> 268 TWE: EC 109 MC 220
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: 88-89, 169-171, 219-220, 336-340, 355, 367-369, 382, 414-415, 503-507, 512-513

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describing how various other nations have pursued, established, and maintained democratic forms of government.	SE: 169-171, 219-220, 415-416, 503-507, 645-650 <i>Linking Across Time</i> 268 <i>Then & Now</i> 416 TWE: MC 220
5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.	
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: <i>Linking Across Time</i> 569 <i>People in History</i> 635, 659 TWE: SO 596, 659 EC 663
describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and	SE: 117-126, 195-200, 279-281, 473-474, 546-549, 579-594 TWE: MSN 123 CL 197, 586 EC 549
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: 109, 357, 377-378, 550-551 TWE: DYK 72 LPP 134 CL 169 EC 225, 551 MC 494
5.4 Students know the history of relationships among different political powers and the development of international relations.	
describing how the relationships between the United States and external political powers developed with the growth of the nation; and	SE: 547-550, 588-589, 591-593, 605-607 TWE: EC 549, 588 SO 589 CL 592
identifying basic patterns of political alliances in the modern world.	SE: 621, 625-626, 652-659, 665 <i>Then & Now</i> 627 TWE: CL 621, 661 EAG 626 DYK 656
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.	
describing religious traditions of various ethnic groups in the United States;	SE: <i>Fun Facts</i> 495 TWE: CL 474 MP 637
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	TWE: MC 548 DYK 549
describing different religious concepts that have developed throughout history (<i>for example, monotheism and polytheism</i>).	SE: 22-24, 45-46, 57-58, 72, 89, 104, 107, 114
6.2 Students know how societies have been affected by religions and philosophies.	
giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and	SE: 61-63, 72, 109-110, 334-336, 381-383 TWE: MP 91 EC 109

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giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.	SE: 61-63, 109-110, 247-250, 252-253, 332-334, 417-418 <i>People in History</i> 110, 332 TWE: LPP 124 SO 133
6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.	
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: 94-95 TWE: MP 25, 139 CL 71, 85 LPP 158 DYK 183, 184 EC 184, 639
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: <i>Linking Across Time</i> 491 TWE: MP 637
explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and	SE: 22-24 TWE: MP 22-23, 107 MC 59, 88, 155, 267 EC 109 LPP 139, 145
explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.	SE: 71-73 TWE: DYK 23, 40, 120 GH 43 EC 112, 180, 184, 333

Codes Used for TWE Pages

CL	Cooperative Learning
DYK	Did You Know
EAG	Economics at a Glance
EC	Extending the Content
GC	Global Chronology
GH	Geography and History
LPP	Linking Past to Present
MC	Making Connections
MP	Multicultural Perspectives
MSN	Meeting Special Needs
SO	Spotlight On
TN	Teacher Notes
TTS	Team-Teaching Strategy