



COLORADO
Content Standards History Grades 5-8
***World History Journey Across Time: The Early Ages* © 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.	
chronologically organizing major events and people of United States history; and	SE: <i>When & Where?</i> 654, 690 <i>National Geographic</i> 691 <i>Section Review</i> 700 #3 <i>Reading a Time Line</i> 711 TWE: WW 654 CLA 697 CTA 698 T 711 PSA 711
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: 691-694 <i>National Geographic</i> 691 <i>Using Geography Skills</i> 691 <i>Reading Check</i> 694, 700 TWE: UGS 691 T 691 DI 692 RC 694, 700
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: 21, 30, 51, 118, 147, 281, 585 <i>Reading Review</i> 31 <i>Section Review</i> 52 #4 TWE: SRA 52 #4 TT 280
constructing tiered timelines to show how different series of events happened simultaneously; and	SE: 0-1, 108-109, 254-255, 400-401 TWE: TLA 0, 108, 254, 400 DI 1 NCLB 255
illustrating the time structure of events in historical narratives.	SE: <i>National Geographic</i> 440, 444, 468, 491, 703 <i>Section Review</i> 490 #3 <i>Geography Skills</i> 703 #17, 703 #18 TWE: GS 703 #17, 703 #18

STANDARDS	PAGE REFERENCES
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>What's the Connection?</i> 168 <i>Critical Thinking</i> 248 #3 <i>Reading Strategy</i> 690 <i>Understanding Cause and Effect</i> 720 TWE: UWA 107 WII 108 PA 220D SRA 248 #3 DI 255 UOV 400 UO 400 T 720
explaining patterns and identifying themes in related events over time.	SE: 400-401 <i>Comparing Civilizations</i> 106-107 <i>Sequencing and Categorizing Information</i> 712 TWE: URA 106 WII 400 TLA 400, 564 DI 401, 565 T 712 PSA 712
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: <i>Analyzing Primary Source Documents</i> 716 <i>Interpreting Primary Sources</i> 731 <i>Primary Sources Library</i> 736-737, 746-747 <i>Document Based Questions</i> 747 TWE: ICA 694 T 716, 731 PSA 716 TNO 737 DBQ 747
gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and	SE: <i>Analyzing Library and Research Resources</i> 715 <i>Building a Database</i> 717 <i>Evaluating a Web Site</i> 719 TWE: NCLB 401 T 715, 717, 719 PSA 715, 717, 719
determining if the information gathered is sufficient to answer historical questions.	SE: <i>Finding the Main Idea</i> 709 <i>Summarizing</i> 718 <i>Understanding Cause and Effect</i> 720 <i>Drawing Inferences and Conclusions</i> 723 TWE: T 709, 718, 720, 723 PSA 709, 718, 720, 723

STANDARDS	PAGE REFERENCES
2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.	
distinguishing between primary and secondary sources;	SE: <i>Analyzing Primary Source Documents</i> 716 <i>Interpreting Primary Sources</i> 731 <i>Primary Sources Library</i> 736-737, 746-747 <i>Document Based Questions</i> 747 TWE: ICA 694 T 716, 731 PSA 716 TNO 737 DBQ 747
interpreting the data in historical maps, photographs, art works, and other artifacts; and	SE: 307 <i>Interpreting Political Cartoons</i> 725 <i>Interpreting a Map</i> 727 <i>Interpreting a Political Map</i> 728 <i>Classifying Primary Sources</i> 737 TWE: MAA 307 T 725, 727, 728 PSA 725
examining data for point of view, historical context, bias, distortion, or propaganda.	SE: <i>You Decide...</i> 284-285 <i>Sequencing and Categorizing Information</i> 712 <i>Recognizing Point of View</i> 713 <i>Distinguishing Fact From Opinion</i> 714 TWE: A 285 T 712, 713, 714 PSA 712, 713, 714
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: <i>Linking Past and Present</i> 337, 439, 507, 561 <i>Using Technology</i> 507, 653 <i>Building Citizenship Skills</i> 603 <i>Interpreting Political Cartoons</i> 725 TWE: CTA 419 T 725 PSA 725
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: <i>Linking Past and Present</i> 337 <i>Building Citizenship Skills</i> 337, 397 <i>Reading Focus</i> 691 <i>Primary Source</i> 693, 698 TWE: BCS 397 DI 692 WA 693, 696 CTA 693

STANDARDS	PAGE REFERENCES
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: 573-581, 583-588, 590-592 <i>Linking Past and Present</i> 337 <i>Read to Write</i> 479 #20, 479 #21, 603 #20 <i>Using Technology</i> 479 <i>Section Review</i> 581 #2 <i>Evaluating Information</i> 603 TWE: RW 479 #20 C 581
describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and	SE: 117-123, 195-201, 225-231, 263-267, 409-415, 420-422, 609-610 <i>Linking Past and Present</i> 367, 595 <i>Section Review</i> 592 #4 <i>Read to Write</i> 653 #22 TWE: WA 418
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: 9-11, 13-15, 17-21, 23, 27-28, 29-30 <i>Primary Source</i> 10 <i>Biography</i> 12 <i>Reading Check</i> 28 TWE: PS 10 CAT 18 RC 28
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: 46, 128-129, 234-235, 236, 469-470 <i>Reading Check</i> 470 TWE: RS 235 WA 236 MAA 470 RC 470
explaining how forces of tradition have acted to maintain elements of social organization throughout history;	SE: 234-235, 463, 474-476 <i>Main Idea</i> 235, 463, 474 <i>Using Geography Skills</i> 463 <i>Reading Focus</i> 474 TWE: UGS 463 CA 476
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	SE: 199-201, 470 <i>Early India's Social System</i> 200 <i>Reading Check</i> 201 <i>Biography</i> 471 <i>Then and Now</i> 471 <i>The Way It Was</i> 474 <i>Connecting to the Past</i> 474 TWE: RC 201 WIW 474

STANDARDS	PAGE REFERENCES
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: 474-476 <i>Main Idea</i> 474 <i>Reading Focus</i> 474 <i>Linking Past and Present</i> 479 <i>Primary Source</i> 693 <i>Document-Based Question</i> 693 TWE: CY 200 PV 468 RS 469 PS 693
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: 419-420, 675 <i>The Way It Was</i> 419 <i>Connecting to the Past</i> 419 <i>A New View of the Universe</i> 672-673 <i>The Scientific Revolution</i> 676 <i>Reading Review</i> 701 <i>Using Technology</i> 703 TWE: WIW 419 TT 674 ETC 675
describing and explaining how industrialization influenced the movement of people <i>(for example, to and from urban, suburban, and rural areas)</i> ;	NOTE: This objective can be met during teacher/class discussion of the Industrial Revolution and other such events contributing to the movement of people.
identifying and explaining the consequences of scientific and technological changes <i>(for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine)</i> ; and	SE: 21 <i>Reading Check</i> 20 <i>The Way It Was</i> 291 <i>Connecting to the Past</i> 291 TWE: RC 20 WIW 291 CAT 419 RS 419 CTA 419 ICA 674 BQ 703
relating differences in technology to differences in how people live in various regions of the world.	SE: 418-420 <i>Linking Past and Present</i> 397 <i>Why It's Important</i> 400 TWE: ICA 51 CTA 390 CAT 419

STANDARDS	PAGE REFERENCES
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: <i>Recognizing Economic Indicators</i> 724 TWE: T 724 PSA 724 NOTE: This objective can be met during teacher/class discussion using the Skillbuilder Handbook references above to cover the economy of the western U.S. and natural resource dependency.
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: 472-473, 692-693, 696-698 <i>Reading Check</i> 698 TWE: MAA 472 CC 692 TT 692 RS 696 CLA 697 RC 698
explaining how societies are and have been linked by economic factors.	SE: 668-669 <i>National Geographic</i> 667, 668 <i>Reading Check</i> 669 <i>Reading Summary</i> 669 <i>Section Review</i> 669 #5, 669 #6 TWE: CTA 611 CAT 666 RC 669
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	SE: 666-667 <i>Reading Check</i> 667 <i>Recognizing Economic Indicators</i> 724 TWE: MAA 666 RS 666 CAT 667 WA 667 RC 667 T 724 PSA 724
describing historical events and individuals in the economic development of the United States.	SE: 668-669 <i>National Geographic</i> 668 <i>Using Geography Skills</i> 668 <i>Reading Check</i> 669 <i>Section Review</i> 669 #4, 669 #6 TWE: DI 667 UGS 668 RC 669 SRA 669 #4, 669 #6

STANDARDS	PAGE REFERENCES
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: 126, 129-130, 694 <i>Main Idea</i> 128 <i>Reading Check</i> 130 <i>Section Review</i> 130 #7, 689 #7 TWE: E 130 RC 130 CAT 694 NOTE: Teachers may use these references, dating as far back as ancient Greece, to discuss the historical development of democracy.
describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and	SE: 699-700 <i>Building Citizenship Skills</i> 397 <i>Primary Source</i> 698 <i>Document-Based Question</i> 698 <i>Reading Summary</i> 700 <i>Section Review</i> 700 #2, 700 #5 TWE: ICA 64 PS 698 E 700 PP 736
giving examples of extensions and restrictions of political and civil rights in United States history.	SE: 700 <i>Section Review Answers</i> 700 TWE: E 700 SRA 700 #2 NOTE: Teachers may use these references to the US Constitution Bill of Rights to discuss political liberties and civil rights not initially granted to all citizens of the US.
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: 23, 129-130 <i>Section Review</i> 23 #2 <i>You Decide...</i> 24-25 <i>Main Idea</i> 128 <i>Reading Check</i> 130 <i>Primary Source</i> 693 TWE: ETC 24 E 130 RC 130 PS 692 WA 693
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: 19, 64-65, 125-126, 127, 129-130, 226-229, 409 <i>Section Review</i> 30 #4 TWE: CTA 19 CAT 694

STANDARDS	PAGE REFERENCES
describing how various other nations have pursued, established, and maintained democratic forms of government.	SE: 126, 129-130 <i>Main Idea</i> 128 <i>Reading Check</i> 130, 689 <i>Section Review</i> 130 #7 <i>Reading Summary</i> 689 TWE: E 130, 700 RC 130, 689
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: 62, 143-144, 226-227, 385 <i>Biography</i> 63 <i>Reading Check</i> 98 <i>The Way It Was</i> 227 <i>Connecting to the Past</i> 227 TWE: T 63 RC 98 WIW 227
describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and	SE: 23, 27-28, 29-30, 134-137 <i>Biography</i> 22 <i>Main Idea</i> 27 <i>The Assyrians at War</i> 27 <i>Reading Check</i> 96 TWE: MAA 27 RC 96
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: 81-82, 227, 385, 389-390, 472-473 <i>National Geographic</i> 695 <i>Using Geography Skills</i> 695 TWE: MAA 472 WA 473 UGS 695
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	NOTE: This objective can be met when teachers discuss elements of the United States government in the modern era.
identifying basic patterns of political alliances in the modern world.	TWE: EC 64 NOTE: This objective can be met when teachers discuss elements of the United States government in the modern era.

STANDARDS	PAGE REFERENCES
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: 49-50, 81-83, 93-98, 100-102, 202-206, 208 <i>Main Idea</i> 81 <i>Primary Source</i> 206 <i>Biography</i> 207 TWE: CTA 205 PS 206 NOTE: Teachers may use these references as a springboard for classroom discussion on religious traditions of various ethnic groups in the United States.
describing religious developments in United States history (for example, the Puritans, the Great Awakening; the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities); and	SE: 693-694 <i>Reading Check</i> 694 <i>Section Review</i> 700 #6 TWE: RC 694 SRA 700 #6
describing different religious concepts that have developed throughout history (for example, monotheism and polytheism).	SE: 49-50, 81-83, 93-98, 100-102, 202-206, 208 <i>Main Idea</i> 81 <i>Primary Source</i> 206 <i>Biography</i> 207 TWE: CTA 205 PS 206
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: 64, 65, 377, 463 <i>Main Idea</i> 97, 377 <i>Reading Focus</i> 377 <i>Reading Check</i> 463 TWE: ICA 228 RC 463 ETC 695
giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.	SE: 688-689 <i>Biography</i> 489 <i>Then and Now</i> 489 <i>Reading Summary</i> 689 <i>Section Review</i> 689 #3, 689 #5, 700 #6 TWE: T 489 TN 489 C 689 ETC 695

STANDARDS	PAGE REFERENCES
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: 49, 60, 474-476 <i>The Way It Was</i> 64 <i>Section Review</i> 476 #4 <i>Linking Past and Present</i> 703 TWE: MAA 49 TT 472 CAT 474 ETC 695 LPP 703
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>Reading Focus</i> 474 <i>Linking Past and Present</i> 475 <i>Reading Summary</i> 476 <i>Section Review</i> 476 #3 TWE: ICA 377 CAT 474 TT 474 CLA 475 LPP 475
explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and	SE: 463 <i>Section Review</i> 52 #5 <i>World Literature</i> 53-58, 164-167, 454-459 <i>The Way It Was</i> 474 <i>Connecting Across Time</i> 474 TWE: C 167 IRB 463 WIW 474
explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.	SE: 50-51, 377, 580, 581, 591 <i>Main Idea</i> 49 <i>Reading Focus</i> 49 <i>Section Review</i> 52 #6 TWE: HM 50 SRA 52 #6 MAP 377, 591

Codes Used for TWE Pages

A	Assess
BCS	Building Citizenship Skills
BQ	Bonus Question
C	Close
CA	Caption Answer
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CY	Citizenship and You
DBQ	Document Based Questions Answers
DI	Differentiated Instruction
E	Enrich
EC	Economics
ETC	Extending the Content
F	Focus
GS	Geography Skills
HM	History Mystery
ICA	Interdisciplinary Connections Activity
IRB	Interpreting Religious Beliefs
LPP	Linking Past and Present
MAA	More About the Art
MAP	More About the Photo
NCLB	No Child Left Behind
PA	Planning Ahead
PP	Printed Publications
PS	Primary Source
PSA	Practicing the Skill Answers
PV	Preteaching Vocabulary
RC	Reading Check
RS	Reading Strategy
RW	Read to Write
SRA	Section Review Answers
T	Teach
TLA	Time Line Activity
TN	Then and Now
TNO	Teacher Notes
TT	Time Traveler
UGS	Using Geography Skills
UO	Unit Objectives
UOV	Unit Overview
URA	Unit Review Activity
UWA	Unit Wrap-Up Activity
WA	Writing Activity
WII	Why It's Important
WIW	The Way It Was
WW	When & Where?