

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Colorado	<a href="http://www.cde.state.co.us/cdeassess/documents/standards/hist.htm">http://www.cde.state.co.us/cdeassess/documents/standards/hist.htm</a>	Colorado Model Content Standards for History	Geography <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul>	<p>STANDARD 1:</p> <p>Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</p> <p>GRADES 5-8 As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> <li>* chronologically organizing major events and people of United States history; and</li> <li>* 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.</li> </ul> <p>GRADES 9-12 As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <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>Eras in United States History</p> <p>The Americas to 1600 The Colonial Era, 1500 - 1754 The Revolutionary Era, 1754 – 1783</p>

				<p><b>STANDARD 3</b> 3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</p> <p><b>GRADES 5-8</b> As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"><li>* describing the common traits and characteristics that unite the United States as a nation and a society;</li><li>* 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;</li></ul> <p><b>GRADES 9-12</b> As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <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><li>* describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion (for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation);</li><li>* explaining the reasons for major periods of immigration to the United States and describing how</li></ul>
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				different segments of U.S. society reacted and changed;
			<p>Economics</p> <ul style="list-style-type: none"> <li>• Challenges to surviving the early years of a new colony</li> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> <li>• Trade with Europe</li> </ul>	<p>1.3 Students use chronology to examine and explain historical relationships.  <b>GRADES 5-8</b>  As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> <li>* interpreting historical data to determine cause-effect and time-order relationships; and</li> <li>* explaining patterns and identifying themes in related events over time.</li> </ul> <p><b>GRADES 9-12</b>  As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> <li>* distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially;</li> <li>* analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and</li> <li>* using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change.</li> </ul> <p><b>STANDARD 4:</b>  4.2 Students understand how economic factors have influenced historical events.</p> <p><b>GRADES 5-8</b></p>

				<p>As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"><li>* explaining how economic factors influenced historical events in the United States and in various regions of the world (for example, the history of Colorado's "boom and bust" economy); and</li><li>* explaining how societies are and have been linked by economic factors.</li></ul> <p><b>GRADES 9-12</b> As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"><li>* describing how systems of exchange and other economic developments influenced the growth and history of civilizations;</li><li>* explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; and</li><li>* analyzing the relationship between economic factors and social and political policies throughout United States history;</li><li>* explaining how the rise and expansion of trade have connected and affected the history of regions of the world;</li></ul> <p><b>GRADES 5-8</b> As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p>
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				<p>* describing the general characteristics of economic systems (for example, scarcity, growth, distribution of goods and services, production, and consumption); and</p> <p>* describing historical events and individuals in the economic development of the United States.</p> <p>GRADES 9-12 As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <p>* explaining the historical development of the economic system of the United States;</p> <p>* analyzing the history of the relationship between economics systems and the role of governments throughout history;</p> <p>* describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (for example, manorialism, mercantilism, capitalism, socialism, communism); and</p> <p>* tracing the historical factors that lead to the transition from local and regional economies to a globally interdependent economy.</p>
			<p>Culture</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> </ul>	<p>STANDARD 1:</p> <p>Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</p> <p>GRADES 5-8 As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p>

			<ul style="list-style-type: none"> <li>• Raids, militias and defense</li> </ul>	<ul style="list-style-type: none"> <li>* chronologically organizing major events and people of United States history; and</li> <li>* 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.</li> </ul> <p>GRADES 9-12 As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <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>Eras in United States History</p> <p>The Americas to 1600 The Colonial Era, 1500 - 1754 The Revolutionary Era, 1754 – 1783</p> <p>1.3 Students use chronology to examine and explain historical relationships.</p> <p>GRADES 5-8 As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> <li>* interpreting historical data to determine cause-effect and time-order relationships; and</li> <li>* explaining patterns and identifying themes in related</li> </ul>
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				<p>events over time.</p> <p><b>GRADES 9-12</b> As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"><li>* distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially;</li><li>* analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and</li><li>* using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change.</li></ul> <p>3.2 Students understand the history of social organization in various societies.</p> <p><b>GRADES 5-8</b> As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"><li>* describing and giving examples of basic elements of culture and social organization;</li><li>* explaining how forces of tradition have acted to maintain elements of social organization throughout history;</li><li>* comparing how roles of people have differed throughout history based on various factors (for example, gender, age, caste, racial identity, wealth, and/or social position); and</li></ul>
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				<p>* describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (for example, family structures, community structures).</p> <p>GRADES 9-12 As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <p>* explaining how societies are maintained when individuals see benefits and fulfill obligations of membership;  * analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history;  * explaining how, throughout history, social organization has been related to distributions of privilege and power; and  * describing how societies have become increasingly complex in responding to the fundamental issues of social organization.</p>
			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade, including fur, seeds, guns, and metal goods</li> </ul>	<p>STANDARD 3 As students In grades 5-8 extend their knowledge, what they know and are able to do includes</p> <p>* 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;  * describing the history, interactions, and contributions of various groups of people who make up the major</p>

			<ul style="list-style-type: none"> <li>• Treaties and conflict</li> </ul>	<p>culture regions of the world;</p> <p><b>GRADES 9-12</b>  As students In grades 9-12 extend their knowledge, what they know and are able to do includes</p> <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> <li>* describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion (for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation);</li> </ul>
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