

POUDRE SCHOOL DISTRICT HISTORY STANDARDS AND BENCHMARKS

INTRODUCTION

There is an old saying that the course of civilization is a race between catastrophe and education. In a democracy such as ours, we must make sure that education wins the race.

-John F. Kennedy (1958)

The study of history is essential in developing citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past. Without history, a society shares no common memory of where it has been, of what its core values are, or of what decisions of the past account for present circumstances. Lacking a collective memory of important things, people lapse into political amnesia, unable to understand what newspapers are saying, to hear what is in--or left out of-- a speech, or to talk to each other about public questions. To quote the Bradley Commission on History in Schools, the study of history:

...helps students to develop a sense of 'shared humanity'; to understand themselves and ... how they resemble and how they differ from other people, over time and space; to question stereotypes of others, and of themselves; to discern the difference between fact and conjecture; to grasp the complexity of historical cause; to distrust the simple answer and the dismissive explanation; to respect particularity and avoid false analogy; to recognize the abuse of historical 'lessons' and to weigh the possible consequences of such abuse; to consider that ignorance of the past may make us prisoners of it; to realize that not all problems have solutions; to be prepared for the irrational, the accidental, in human affairs, and to grasp the power of ideas and character in history.

(Gagnon, 1988).

Such a broad and deep understanding of history enriches individual experiences as students go on to take their place as stewards of the principles of a democratic society, as inheritors of many cultures, and as members of an economically interdependent and culturally diverse world. (Colorado Model Content Standards for History)

The Essential Standards for History in Poudre School District were developed by K-11 teachers using the Colorado Model Content Standards and research from Mid-continent Research for Education and Learning (McREL). The purpose of the Essential Standards is to set clear guidelines for what students should know and help them become contributing members of society. The Essential Standards for History are to be used by teachers to guide what is taught in the classroom, to serve as a baseline for assessment for all students at a given grade level, and to focus staff development. The standards will enable parents to be aware of what students will be taught and for what they are responsible. The existing history standards for PSD have been updated to reflect current state and national trends and to better anticipate future student needs. The Essential Standards for History should be viewed as a dynamic, living document that is to be examined and updated regularly.

In grades K-2, each of the Essential Standards for History is introduced. In grades 4, 5, 8, 9 and 11, similar concepts are presented at each grade, but the level of mastery (i.e. as in Bloom's taxonomy) will become increasingly complex.

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
KINDERGARTEN**

Kindergarten

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people's lives in history

Indicators:

- Distinguish between past, present, and future time (e.g., before and after, yesterday, today, and tomorrow)

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Create timelines that show events in sequence using days, weeks, months, years (e.g., construct a timeline of school day or week, construct a timeline showing sequence of events in a story)
- Know how to use a calendar
- Know difference between day, week, month, and year
- Use correct sequence to retell stories

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Not addressed at this level

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
KINDERGARTEN**

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and obtain and analyze historical data

Indicators:

- Use literature to compare and contrast the past and the present
- Understand connections between the past and present in student's own life (e.g., new family members, change of address)

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Explain families through photographs

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Not addressed at this level

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
KINDERGARTEN**

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Different societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understand the contributions of all classroom members

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Identify reasons for living in communities
- Recognize that there are families and cultures around the world
- Recognize that holidays and celebrations may differ between families and cultures

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
KINDERGARTEN**

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impacts of science and technology

Understand the impacts of scientific and technological developments on individuals and societies

Indicators:

- Recognize ways in which technology impact their lives (e.g., computers, telephones, television, kitchen appliances, cars)

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Not addressed at this level

4.3 Benchmark: Economic systems

Understand the historical development and the characteristics of various economic systems

Indicators:

- Not addressed at this level

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
KINDERGARTEN**

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand the concept of rules (e.g., sharing and taking turns)
- Understand the need for classroom rules
- Understand the consequences of breaking rules

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Know the words to the Pledge of Allegiance and patriotic songs
- Know the relationship between the Native Americans and the Pilgrims
- Recognize that we celebrate national holidays (e.g., Thanksgiving, Martin Luther King, Jr. Day, Veterans' Day, President's Day, and Independence Day)

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Not addressed at this level

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Not addressed at this level

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
KINDERGARTEN**

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Understand that holidays and celebrations may differ between families and cultures
- Recognize that people develop traditions that transmit their beliefs and ideas

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Not addressed at this level

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Know that the Pledge of Allegiance is a statement of our country's foundation

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 1

Grade 1

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Distinguish between past, present, and future time (e.g., before and after, yesterday, today, and tomorrow)

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Create timelines that show people's lives and events in sequence using days, weeks, months, years, decades, and centuries (e.g., construct a timeline of school day or week, construct a timeline showing sequence of events in a story)
- Know how to use a calendar (e.g., days, weeks, months, years)
- Use correct sequence to retell stories

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Understand change and continuity in student's own life
- Understand change and continuity in the ways people live (past and present)
- Understand cause-and-effect relationships in a sequence of events

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 1

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and obtain and analyze historical data

Indicators:

- Formulate questions about student's lives and their family history
- Pose and answer questions about the past

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Know that writing, photographs, and graphs show events in the past (e.g., daily journals, class scrapbook)
- Identify the main idea in a source of historical information
- Understand the similarities and differences in the experiences of people in historical stories
- Understand ways in which different cultures record their history (e.g., Native Americans)

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Understand connections between past and present in student's own life
- Compare past and present-day situations and events

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 1

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understand how the presence, interactions, and contributions of various groups and cultures have affected students' lives
- Describe the history, interactions, and contributions of the various peoples and cultures that have lived in the United States (e.g., Native Americans)
- Compare and contrast the lives of Native American children in the past to their lives today
- Know important historical figures in the United States (e.g., George Washington as "father of our country," Johnny Appleseed, Pilgrims, Squanto, Martin Luther King, Jr., current president, Abraham Lincoln, Betsy Ross)

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Understand reasons for being a member of a group
- Explain the importance of various national holidays and achievements of the people associated with them
- Describe important components of the cultural heritage of the United States

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 1**

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Know current scientific and technological developments that affect the family or school environment (e.g., computers, telephones, television, kitchen appliances, transportation)

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Not addressed at this level

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Understand different ways that resources can be allocated (e.g., sharing, authority, and “first-come, first-served”)
- Understand how people obtain goods and services (e.g., barter, trade, and money)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 1

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand the making of rules by direct democracy (e.g., student's classroom, school, and community)
- Understand the need for school rules

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Know national symbols of the United States (e.g., Pledge of Allegiance, American flag, eagle)
- Know importance and historical context of national holidays in the United States (e.g., Independence Day, Martin Luther King, Jr. Day, Veterans' Day, Thanksgiving Day, Columbus Day [including controversy], President's Day)

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good (e.g., Martin Luther King, Jr.)

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Not addressed at this level

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 1

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Recognize different traditions in families (e.g., Thanksgiving, Kwanzaa, Hanukkah, Christmas)

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Identify celebrations in student's family

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Read and listen to literature (e.g., multi-cultural, folk tales, ballads)
- Give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g., folk tales, ballads, dance, songs, games, visual arts)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 2

Grade 2

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Distinguish between past, present, and future time
- Know the general chronological order of significant people in the history of the community (e.g., pioneer and early settlers)
- Recognize the general chronological order of significant events in the history of the community

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Create an historical narrative, (e.g., student, family, school, or community history)
- Create a brief oral narrative describing, in sequence, a past event
- Construct a “picture timeline” using a variety of methods (e.g., photos from home, drawing pictures)
- Know how to use a calendar (e.g., days, weeks, months, years)

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Understand how local communities have changed (e.g., rural, urban, and suburban)
- Understand demographic changes in local communities

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 2

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and how to obtain and analyze historical data

Indicators:

- Pose and answer questions about the past
- Gather historical data from multiple sources (e.g., oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works, and available technology)

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Gather information about the past from sources (e.g., reports, maps, photographs, letters, drawings, diaries, oral histories, artifacts, interviews, and legal documents)
- Read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps
- Identify the main idea in a source of historical information

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Understand the similarities and differences between students' daily lives and those of their parents and grandparents
- Understand connections between the past and present in local communities
- Know the history and daily life of the people who settled in local communities

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 2

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Know various holidays and celebrations in different cultures
- Know the cultural heritage evident in local communities (e.g., restaurants, stores)
- Describe the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to local communities

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Understand ways that people in communities have helped and supported each other
- Identify reasons for living in communities
- Describe important components of the cultural heritage of local communities

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 2

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Know technological developments that affect the local communities (e.g., street lights, water service, electricity)
- Understand the economic needs and wants of a community (e.g., agriculture, education, recreation, transportation, city services)
- Describe the impact of technological developments on the local community (e.g., transportation, communication)

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Know economic reasons for people moving to and from local communities
- Know the economic resources of the local communities (e.g., goods and services)

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Recognize that supply and demand affects the resources of the local communities

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 2

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand various ways decisions are made (e.g., majority vote, compromise, and individually)
- Identify historical figures from diverse backgrounds in the local community who have advanced the rights of individuals and promoted the common good
- Explain the importance of national celebrations, symbols, and ideas in their historical context

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained or changed

Indicators:

- Understand how families and communities in the United States depend on each other (e.g., community services, citizen participation)
- Explain why rules and laws have been established and enforced in schools and communities
- Understand the need for and benefits of rules and personal responsibility in a community

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Not addressed at this level

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Not addressed at this level

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 2**

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Understand that families have different traditions

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Recognize the celebrations and practices traditional in students' communities (e.g., harvest days, cultural celebrations, historical celebrations)

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Give examples of forms of expression that depict the history, daily life, and beliefs of various peoples (e.g., folk tales, ballads, dance, and architecture).

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 3

Grade 3

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past, which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Not addressed at this level

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Create a brief historical narrative that chronologically organizes people and events in the history of their family heritage
- Create simple timelines of historical events

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Identify cause-and-effect relationships in a sequence of events

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 3**

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and how to obtain and analyze historical data

Indicators:

- Pose and answer questions about the past
- Gather historical data from multiple sources (e.g., oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works, available technology)

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps
- Identify ways different cultures record their history

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Understand connections between past events and present day situations
- Understand similarities and differences between past and present-day traditions and events of cultures around the world

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 3

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Know ways people from all continents have contributed to the student's community
- Describe the history and interactions of various peoples and cultures

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Understand the similarities and differences between various family structures and how they have supported each other
- Understand similarities and differences between various peoples within a specific world region (e.g., Japan, Brazil, Kenya)
- Compare and contrast families and cultures around the world

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 3

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Compare the lives of hunters and gatherers to the lives of people who cultivated plants and raised domesticated animals for food
- Examine the impact of technological developments (e.g., irrigation, transportation, communication) on regions around the world

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Know the economic resources of the community (e.g., goods and services)
- Understand the economic reasons for which people move to or from a location (e.g., nomadic people, miners, traders)
- Understand food production and consumption (e.g., the role of farmers, processors, distributors who are affected by weather, land, water resources)

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Understand how supply and demand affects the resources in a community
- Understand ways cultures make decisions about natural resources
- Understand that cultures use different systems of exchange (e.g., barter, money)
- Recognize that money is a limited resource

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 3

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand why cities and towns have laws to maintain order and protect citizens
- Understand how political leadership is acquired

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Give examples of different heads of government (e.g., presidents, kings, mayors, governors)
- Explain why rules and laws have been established and enforced in schools, communities, states, and nations
- Understand that individual rights and mutual cooperation must be balanced

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Understand the exchange of power in countries around the world

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Understand interdependence between family and community

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 3**

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Understand that families have traditions based on their individual beliefs and values (e.g., marriage ceremonies, feasts, naming of infants)

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Give examples of how the beliefs of people are reflected in the celebrations and practices of their cultural community

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Identify forms of expression (e.g., art, architecture, cultural celebrations) that depict the history, daily life, and beliefs of people

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

Grade 4

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Construct an accurate timeline depicting significant people and events in Colorado history

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Construct timelines that show people's lives and events
- Use elements of historical narratives to write about either an individual, a group, or an event from Colorado history (e.g., family, life, school, community)

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Understand the cause and effect of a conflict between two groups from Colorado history

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and obtain and analyze historical data

Indicators:

- Know how to obtain historical data from primary and secondary sources (e.g., oral history, interviews, diaries, letters, newspapers, speeches, texts, maps, photographs, literature, technology, artwork)
- Formulate questions about significant people and events in the history of Colorado
- Present information gathered in a written and/or oral research report

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Use primary sources (e.g., artifacts, diaries, letters, photographs, art, documents and newspaper archives) to generalize about life in Colorado history
- Distinguish fact from fiction in different sources (e.g., documentary sources vs. historical fiction)
- Use map of Colorado to locate significant places and events in Colorado history
- Understand ways in which other cultures record their history (e.g., pictographs and petroglyphs used by ancient Colorado cultures, the oral tradition of Spanish Americans, Native Americans)

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Not addressed at this level

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understand that the presence, interactions, and contributions of various groups and cultures have affected student's lives
- Understand the history, interactions, and contributions of various people and cultures that have lived in or migrated to the area that is now Colorado (e.g., Ancestral Puebloans [Anasazi], early Hispanic)
- Know the location of settlements in Colorado (e.g., Fort Garland, Bent's Old Fort)
- Understand how and why people traveled to Colorado
- Know the contributions of the Utes, Plains Indians, and Spanish in Colorado
- Understand conflicts that arose between different cultural groups in Colorado (e.g., Utes vs. miners, Plains Indians vs. homesteaders)

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Recognize important components of the common cultural heritage of the United States (e.g., language, government, family structure, education)
- Understand how groups (e.g., Native Americans) lived together for protection and social interaction
- Understand how homesteaders lived together for protection and social interaction
- Understand how miners lived together for protection and social interaction
- Identify the significant contributions of Colorado settlers (e.g., trappers, European immigrants, indigenous peoples)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Understand the ways in which changes and developments in tools and equipment have affected the lives of different groups (e.g., hunters and gatherers vs. people who cultivated plants and raised domesticated animals for food)
- Examine early contributions of the Ancestral Puebloans (Anasazi) in irrigation development
- Understand early contributions of Spanish Americans in irrigation development
- Identify changes in mining techniques
- Know changes in modes of transportation (e.g., horse, stagecoach, railroad, airports)

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Understand the economic reasons why people move to or from a location
- Recognize how settlers to the plains affected the Native American food source (e.g., buffalo) and created conflict between these two groups
- Understand the impact of the Dust Bowl on plains farmers
- Examine the origin and demise of mining towns
- Understand the migration of Spanish Americans for purposes of farming
- Recognize the impact of the cattle drives from Texas to Colorado
- Understand the economic impact of the Colorado River on other states

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Understand that Native Americans shared resources
- Understand that the Spanish established farming communities
- Explore the economic reasons why towns developed
- Know the economic diversity of the Western Slope (e.g., fruit, mining)
- Recognize that Southern Colorado supplies coal throughout the state
- Examine the development of Colorado's recreational areas
- Understand the importance of irrigation in Colorado (e.g., where water is piped from one region to another)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand the purpose, structure, and functions of state government
- Know the characteristics of Colorado as a territory and as a state
- Understand the roles of Colorado governmental leaders (e.g., governor, mayor, state representatives, state senators, U.S. representatives, U.S. senators)
- Explain why rules and laws have been established and enforced in Colorado

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Know historical figures from Colorado whose diverse backgrounds have advanced the rights of individuals and promoted the common good (e.g., Chief Ouray, Katherine Bates, Aunt Clara Brown)
- Know the importance of Colorado's celebrations and symbols in their historical context

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Understand how individuals in various groups have gained, lost, or maintained political rights, freedoms, and power in the history of Colorado

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Recognize Colorado's role in a world economy
- Understand that Colorado's expanding role in a world economy affects the future of the state (e.g., Denver International Airport)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 4

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Recognize that people develop traditions that reflect their beliefs and ideas (e.g., marriage ceremonies, feasts)

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Understand how people's beliefs are expressed in the celebrations and practices of their communities
- Examine the beliefs of Native Americans in Colorado

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Understand that different forms of expression (e.g., folk tales, ballads, dance, architecture) depict the history, daily life, and beliefs of people

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

Grade 5

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Organize major events of United States history
- Describe significant events and people, in context, which form the foundation of United States history

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Construct and interpret tiered timelines showing events which happened simultaneously
- Interpret historical data to determine time and order relationships

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Interpret historical data to determine cause-and-effect relationships
- Understand that patterns and themes arise in related events over time

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past and how to obtain and analyze historical data

Indicators:

- Formulate and answer questions about key events in the history of the early United States (e.g., the original colonies, the American Revolution, Civil War, the drafting of the Constitution)
- Formulate historical questions based on examination of primary and secondary sources (e.g., documents, eyewitness accounts, letters and diaries, artifacts, historical simulations, charts, graphs, diagrams, written texts)
- Analyze source materials and formulate questions based on the “five W’s” (e.g., who, what, when, where, why)

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Use multiple sources to understand events from different perspectives
- Evaluate the credibility of the interpretation of the author
- Use primary sources (e.g., historical sites, artifacts, journals, diaries, photos, news articles, other records from the period) to evaluate the historical interpretations of people and events in historical fiction
- Know the difference between primary and secondary sources
- Interpret the data in historical maps, photographs, art works, and other artifacts
- Examine data for point of view, historical context, bias, and distortion (e.g., propaganda)

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5**

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Make inferences about what our country might be like today if those involved in a historical event in our nation's history had chosen a different course of action
- Evaluate current beliefs, issues, events, and themes from multiple historical perspectives

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understanding common traits and characteristics that unite the United States as a nation and a society
- Describe the history, interactions, and contributions of people and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere
- Examine factors of immigration
- Describe the history, interactions, and contributions of people who make up the major cultural regions of the world
- Explain how the cultures of the earliest civilizations spread and interacted

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Describe and give examples of basic elements of culture and social organization
- Explain how forces of tradition have acted to maintain elements of social organization throughout history
- Compare how roles of people have differed throughout history based on numerous factors (e.g., gender, age, racial identity, wealth, social position)
- Describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (e.g., family structures, community structures)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Understand growth and change in America with emphasis on the impact of inventions (e.g., cotton gin, McCormick reaper, steamboat, steam locomotive, telephone, automobile)
- Describe and explain how industrialization influenced the movement of people (e.g., to and from urban, suburban, and rural areas)
- Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication, medicine)

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Explain how the economy of the United States has depended upon natural resources and industrialization
- Explain how societies are and have been linked by economic factors (e.g., Triangular Trade, mercantilism)

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Describe the general characteristics of economic systems (e.g., growth, distribution of goods and services, production, consumption)
- Know historical events and individuals in the economic development of the United States
- Understand the impact of European expansion into the Americas on economic and cultural transformations (e.g., tobacco, corn)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Examine the basic types of government and give examples of societies that have practiced them (e.g., monarchy, oligarchy, autocracy, dynasty, theocracy, democracy, republic, clan/tribe)

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Understand the ideas set forth in the United States Constitution and the Bill of Rights as related to British and American heritage (e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation)
- Examine how the United States Constitution and the Bill of Rights define the powers granted to the branches of government
- Understand the principles of self government, representative government, and individual rights

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Understand how attributes of colonial people affected their individual rights (e.g., gender, racial identity, national origin, property ownership, religion, legal status)
- Know the causes, major figures, and consequences of the American Revolution and Civil War

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

- Describe the factors that led to a shift in political powers throughout United States history (e.g., Revolutionary War, Civil War)
- Explain the effects of indentured servitude and slavery
- Describe how attributes of people have affected their individual political/civil rights (e.g., gender, racial identity, national origin, property ownership, religion, legal status)

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Not addressed at this level

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 5

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Not addressed at this level

6.2 Benchmark: Effect on societies

Understand how societies have been affected by religions and philosophies

Indicators:

- Give examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice
- Give examples and describe individuals who acted upon their religious or philosophical beliefs (e.g., Pilgrims, Quakers, abolitionists)

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Explain the religious, political, or philosophical significance of various cultural artifacts (e.g., art, music, literature, architecture)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

Grade 6

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Know the chronological order of major historical events of Canada
- Know the chronological order of major historical events of Latin America

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Construct and interpret tiered timelines to show how series of events happened simultaneously

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Understand that exploration led to French and British settlements in Canada
- Understand that exploration led to Spanish settlements in Mexico
- Interpret historical data to determine cause-effect and time-order relationships
- Explain patterns and identifying themes in related events over time

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past and how to obtain and analyze historical data

Indicators:

- Formulate and answer questions about key events in the history of Canada and Latin America
- Formulate historical questions based on examination of primary and secondary sources (e.g., documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, written texts)
- Formulate questions based on the “five W’s” (e.g., who, what, when, where, why)

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Use multiple sources to understand events from different perspectives
- Use primary sources (e.g., historical sites, artifacts, journals, diaries, photos, news articles, and other records from the period) to evaluate the historical interpretations of people and events in historical fiction
- Know the difference between primary and secondary sources
- Interpret the data in historical maps, photographs, art works, and other artifacts
- Examine data for point of view, historical context, bias, and distortion (e.g., propaganda)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Examine current concepts, issues, events, and themes from multiple, historical perspectives
- Examine historical events in Canada and Latin America and relate them to the present

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understand the background, interactions, and contributions of the people and cultures in the history of the Western Hemisphere
- Know the contributions of the early cultures in Canada
- Know the contributions of the early cultures in Latin America
- Examine the Aztecs' and Mayans' interaction with the Spanish
- Examine the issues brought forth by cultural diversity in Canada
- Examine the issues brought forth by cultural diversity in Latin America

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Understand the similarities and differences between Incan, Aztec, and Mayan civilizations
- Understand the social structure in Canada
- Understand the social structure in Latin America
- Compare how roles of people have differed throughout history based on numerous factors (e.g., gender, age, racial identity, wealth, and/or social position)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Describe and explain how industrialization influenced the movement of people (e.g., to and from urban, suburban, and rural areas)
- Identify and explain the consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication, medicine)
- Describe how technology impacts the lives of people

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Understand how societies are linked by past and present economic factors (e.g., the Panama Canal)
- Understand the trade relationships between Canada, the United States, and Latin America

4.3 Benchmark: Economic systems

Understand the historical development and characteristics of various economic systems

Indicators:

- Relate the level of development in countries in the Western Hemisphere to the quality of life in those countries
- Know general characteristics of economic systems

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Know the basic type of government in Canada
- Know the basic type of government in Latin America

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Not addressed at this level

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Understand how the use of military power has influenced the political history of Latin America
- Understand how the use of military power has influenced the political history of Canada
- Describe how social positions (e.g., gender, racial identity, national origin, property ownership, religion, legal status) have affected individual political rights
- Examine involuntary servitude in Latin America

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Understand ways in which states, regions, and provinces have become interdependent
- Understand the past and present key political alliances in the Western Hemisphere

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 6

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Examine religious traditions of various ethnic groups in the Western Hemisphere

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Identify individuals who have acted from their religious or philosophical beliefs for the independence of Canada
- Identify individuals who have acted from their religious or philosophical beliefs for the independence of Latin America

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious, political, and philosophical beliefs and ideas

Indicators:

- Explain the religious, political, or philosophical significance of cultural artifacts (e.g., art, music, literature, architecture)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

Grade 8

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Organize major events and people of United States history

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Construct tiered timelines to show how different series of events happened simultaneously

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Interpreting historical data to determine cause-effect and time-order relationships
- Explaining patterns and identifying themes in related events over time

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE: *The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.*

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and obtain and analyze historical data

Indicators:

- Generate historical questions based on examination of primary and secondary sources (e.g., documents, eyewitness accounts, letters and diaries, artifacts, historical simulations, charts, graphs, diagrams, written texts)
- Formulate questions based on the “five W’s” (e.g., who, what, when, where, why)
- Gather information from multiple sources, including electronic databases, to understand events from multiple perspectives

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Distinguish between primary and secondary sources
- Interpret the data in historical maps, photographs, art work, and other artifacts
- Examine data for point of view, historical context, bias, and distortion, (e.g., propaganda)

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Examine current concepts, issues, events, and themes from national and local perspectives

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples.

Indicators:

- Understand that certain cultural characteristics and beliefs can divide a nation
- Define the common traits and characteristics that unite the United States as a nation and a society
- Describe the history, interactions, and contributions of the people and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Compare how roles of people have differed throughout American history based on various factors (e.g., gender, age, racial identity, wealth, and/or social position)
- Describe how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (e.g., family structures, community structures)
- Understand that people in different societal roles may view and seek the “American Dream” in various ways

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Explain how industrialization influenced the movement of people (e.g., to and from urban, suburban, and rural areas)
- Identify the benefits and consequences of scientific and technological changes (e.g., navigation, transportation, printing, weaponry, agriculture, communication, medicine)

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Know how the economy of the United States has historically depended upon natural resources and industrialization
- Explain how these economic factors influenced historical events in the United States
- Understand how societies are and have been linked by economic factors

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Understand the general characteristics of economic systems (e.g., scarcity, growth, distribution of goods and services, production, consumption)
- Describe historical events and individuals in the economic development of the United States

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how various systems of government have developed and functioned

Indicators:

- Not addressed at this level

5.2 Benchmark: Democratic Ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Explain the historical development of democratic governmental principles and institutions in the United States
- Describe the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights
- Give examples of extensions and restrictions of political and civil rights in United States history

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Describe how attributes of various people have affected their individual political rights (e.g., gender, racial identity, national origin, property ownership, religion, legal status)
- Understand how military and/or economic expansion resulted in the assumption or seizure of political power throughout history
- Explain how forms of involuntary servitude have been used to maintain and expand political power throughout history (e.g., slavery, indentured servitude, impressment)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Describe how the relationships between the United States and external political powers developed with the growth of the nation
- Identify basic patterns of political alliances in the modern world (e.g., the Cold War, capitalism, communism)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 8

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Describe religious developments in United States history

6.2 Benchmark: Effect on Societies

Understand how societies have been affected by religions and philosophies

Indicators:

- Examine how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice
- List examples of individuals who, throughout history, acted from their religious or philosophical beliefs

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Explain the religious, political, or philosophical significance of various cultural artifacts (e.g., art, music, architecture, literature)

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

Grade 9

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people in history

Indicators:

- Identify events and people that characterize each of the major eras in World History

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Use timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Distinguish between cause-and-effect relationships and events that happen or occur concurrently or sequentially
- Analyze cause-and-effect relationships using historical information that is organized chronologically

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulation of questions and analysis of data

Formulate questions regarding the past, and obtain and analyze historical data

Indicators:

- Gather, analyze, and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses

2.2 Benchmark: Source interpretation

Interpret and evaluate primary and secondary sources of historical information

Indicators:

- Explain how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period
- Interpret oral traditions and legends as “histories”
- Evaluate data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias
- Compare and contrast the reliability of information received from multiple sources

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Identify historical contexts of contemporary issues
- Examine how print and electronic media can affect perspectives regarding historical events
- Use historical information to interpret and evaluate decisions or policies regarding contemporary issues

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understand the interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the area of study.
- Explain the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion (e.g., trade, war, exploration, imperialism, social disruptions, improvements in communication, transportation)
- Describe the demographic changes resulting from major migrations in history

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Explain how societies are maintained when individuals see benefits and fulfill obligations of membership/citizenship
- Analyze how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history
- Examine how social organization has been related to distributions of privilege and power
- Describe how societies have become increasingly complex in responding to the fundamental issues of social organization

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Analyze the major technological turning points in history (e.g., agricultural revolution, revolutions in transportation, industrial revolution)
- Describe how the scientific revolution affected how people lived in and viewed the world
- Explain the social and economic changes that resulted from industrialization
- Analyze the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Describe how systems of exchange and other economic developments influenced the growth and history of civilizations
- Explain how economic changes led to the growth of towns, cities, and eventually, the modern nation-state
- Analyze the relationship between economic factors and social and political policies throughout world history
- Explain how the rise and expansion of trade have connected and affected the history of regions of the world

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9**

4.3 Benchmark: Economic systems

Understand the historical development and know the characteristics of various economic systems

Indicators:

- Analyze the history of the relationship between economics systems and the role of governments throughout history
- Describe characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history
- Trace the historical factors that lead to the transition from local and regional economies to a globally interdependent economy

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand the characteristics and effects of the various political systems that developed
- Know the characteristics and ideas of various modern political systems (e.g., democracy, fascism, communism)
- Understand why nation-states developed throughout the world and became the dominant form of contemporary political organization

5.2 Benchmark: Democratic Ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Understand the classical traditions in western cultures and their influence on modern democracies

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Explain how military conquest and invasion have been used to assume, maintain, and extend political power throughout history
- Analyze the impact of major revolutions on the realignment of political power throughout the modern world
- Examine how genocide has been used to acquire or maintain political power
- Describe how the development, expansion, and collapse of empires throughout history has affected the extension of political power

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

5.4 Benchmark: Political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Describing the characteristics of relationships among political entities in the past (e.g., monarchies, empires, principalities, city-states, federations)
- Explain how the growth of nationalism affected the relationships among political powers
- Analyze the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 9

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Describe basic tenets of world religions that have acted as major forces throughout history (e.g., Buddhism, Christianity, Hinduism, Islam, and Judaism)
- Trace the history of how principal world religions and belief systems developed and spread
- Explain how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing
- Describe basic ideas of various schools of philosophy that have affected societies throughout history

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Give examples of how religion and philosophical beliefs have influenced various aspects of society throughout history
- Describe how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority
- Explain how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture

6.3 Benchmark: Forms of Expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Explain from an historical context why artistic and literary expression have often resulted in controversy
- Identify examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 10**

Grade Ten

No benchmarks or indicators have been provided by PSD for tenth grade history. Items from the Colorado Model Content Standards for grades nine through twelve are incorporated in grades nine or eleven of this document. Grade-level placement of these items was determined primarily by content. PSD's ninth grade history curriculum focuses on World History; accordingly, items related to that subject were placed in ninth grade. Similarly, items from the Colorado Model Content Standards that addressed United States history were placed in eleventh grade, as that is the grade in which PSD focuses on that subject. Finally, items that were skill-based rather than content-specific were placed in the grade where they best matched existing PSD indicators.

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11

Grade 11

Standard 1: Chronological Organization

Understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought, for determining the order in time of historical developments, for determining how long they lasted, and for examining the various relationships among historical events. It also provides students with a sense of their past which is necessary for them to understand the present and see possibilities for the future.

1.1 Benchmark: Chronology

Know the general chronological order of events and people's lives in history

Indicators:

- Know the events and people that characterize each of the major eras in United States history

1.2 Benchmark: Chronological organization

Use chronology to organize historical events and people

Indicators:

- Organize people and events for each United States historical era

1.3 Benchmark: Historical relationships

Use chronology to examine and explain historical relationships

Indicators:

- Understand that cause-and-effect relationships in United States history
- Use chronology to examine and explain historical relationships

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11

Standard 2: Historical Inquiry

Know how to use the processes and resources of historical inquiry

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. The skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Benchmark: Formulate questions and analyze data

Know how to formulate questions regarding the past and how to obtain and analyze historical data

Indicators:

- Formulate historical hypotheses
- Gather and reconcile historical information from primary and secondary sources to support or reject hypotheses

2.2 Benchmark: Interpret Sources

Know how to interpret and evaluate primary and secondary sources of historical information

Indicators:

- Use and understand primary sources from various United States historical eras

2.3 Benchmark: Knowledge of the past

Apply knowledge of the past to analyze present-day issues and events

Indicators:

- Have a working knowledge of historical events

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11

Standard 3: Diverse Societies

Understand that societies are diverse and have changed over time

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history.

3.1 Benchmark: Various societies

Know how various societies were affected by contacts and exchanges among diverse peoples

Indicators:

- Understand interactions of people and cultures in United States history

3.2 Benchmark: Social organization

Understand the history of social organization in various societies

Indicators:

- Understand the role of women and minorities in United States history

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11

Standard 4: Science, Technology, and Economic Activity

Understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Benchmark: Impact of science and technology

Understand the impact of scientific and technological developments on individuals and societies

Indicators:

- Analyze the major technological turning points in United States history
- Analyze the impact of rapid developments on individuals and society

4.2 Benchmark: Economic factors

Understand how economic factors have influenced historical events

Indicators:

- Understand how economic systems influenced the discovery and development of the United States

4.3 Benchmark: Economic systems

Understand the historical development and characteristics of various economic systems

Indicators:

- Understand the historical development of the economic system of the United States
- Understand the relationship between the United States' economic system and the role of government
- Know the historical factors that have led to a globally interdependent economy

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11

Standard 5: Political Institutions and Theories

Understand political institutions and theories that have developed and changed over time

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Benchmark: Government systems

Know how systems of government have developed and functioned

Indicators:

- Understand how systems of government have developed and operated in the United States

5.2 Benchmark: Democratic ideas

Know how democratic ideas and institutions have developed, been maintained, or changed

Indicators:

- Understand the ideas expressed in the documents that influenced the development of constitutional democracy in the United States
- Know how historical events have affected the organization of the political system of the United States (e.g., the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements)

5.3 Benchmark: Political power

Know how political power has influenced history

Indicators:

- Know the major events in the expansion of the political power of the United States
- Understand the effect of world revolutions on United States policy

5.4 Benchmark: International political relations

Know the history of relationships among different political powers and the development of international relations

Indicators:

- Know how the history of foreign relations influenced and changed United States history

POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11

Standard 6: Religion and Philosophy

Know that religious and philosophical ideas have been powerful forces throughout history

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move societies to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Benchmark: Historical development

Know the historical development of religions and philosophies

Indicators:

- Understand the major religious developments in United States history

6.2 Benchmark: Effect on societies

Know how societies have been affected by religions and philosophies

Indicators:

- Understand how religion and philosophical beliefs have influenced the United States
- Explain how religious and philosophical beliefs have been challenged and protected in the United States

6.3 Benchmark: Forms of expression

Know how various forms of expression reflect religious beliefs and philosophical ideas

Indicators:

- Not addressed at this level

**POUDRE SCHOOL DISTRICT
HISTORY STANDARDS AND BENCHMARKS
GRADE 11**