



VALWOOD

GO BEYOND

United States History Curriculum

American History Overview

Course Description		Topics at a Glance	
<p>This class is a survey of important events in American history from the earliest discovery of the Americas to the American Civil War and up to modern times. Students will study major events and people that have shaped the United States as we know it today. Events such as colonization, the American Revolution, the formation of a constitutional government, slavery and the Civil War will be highlighted as will important figures in the settlement, founding, and developing of the United States. Following the Civil War, students will study Reconstruction, the Industrialization of America, the Progressive Movement, World War I, the Great Depression, World War II, the Cold War, Vietnam, and events of the 80s, 90s, and 2000s. It is the goal of this class to not only provide knowledge and foundation for understanding the United States and its rich history, but to also challenge students to look at their world and seek a greater understanding for why it looks the way it does. Students will be taught to examine history through the appropriate lens of the times while simultaneously processing many of the intricacies of the great accomplishments and missteps of history in order to view history as a living thing of which they are a part.</p>		<ol style="list-style-type: none"> 1. Trace the ways that the economy and society of British North America developed 2. Explain the primary causes of the American Revolution. 3. Explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution. 4. Identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. 5. Describe the growth of big business and technological innovations after Reconstruction. 6. Analyze the origins and impact of U.S. involvement in World War I. 7. Analyze the causes and consequences of the Great Depression. 8. Identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. 9. Analyze the domestic and international impact of the Cold War on the United States. 10. Analyze economic and political events of post Cold War America. 	
Assessments		Technology Integration & Information Literacy	
<ul style="list-style-type: none"> • Teacher-designed assessments • Assessments adopted from course materials 		<ul style="list-style-type: none"> • Recognize that people from different cultures and different times in history make contributions to our culture. • Use technology responsibly for communication and transfer of ideas. • Present information in a variety of formats, including written paragraphs, posters, illustrations, oral reports, maps, etc. 	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
1. History	<ol style="list-style-type: none"> 1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives. 2. Be familiar with the historical eras, individuals, groups, ideas and themes from the origins of American Cinema through contemporary times and their relationships with one another. 		

1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21st century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the History standards are:

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

Content Area: Social Studies - US History	
Standard: 1. History	
Valwood Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectation Concepts and skills students master: 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students Can: <ol style="list-style-type: none"> a. Evaluate a historical source for point of view and historical context b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses c. Construct and defend a written historical argument using relevant primary and secondary sources as evidence d. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts e. Interpret, evaluate the impact of policies on various groups – women, indigenous people, religions, minorities– throughout history. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does the point of view of the historian impact how history is interpreted? 2. What if the history of a war was told by the losing side? 3. Why are historical questions important? 4. How do historical thinkers use primary and secondary sources to formulate historical arguments? 5. How might historical inquiry be used to make decisions on contemporary issues?
	Relevance and Application: <ol style="list-style-type: none"> 1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding such issues as discrimination of various groups -women, indigenous people - throughout history and religious conflicts. 2. The historical method of inquiry is used to continue to interpret and refine history. For example, new information and discoveries regarding the origins of the Cold War.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Historical thinkers evaluate historical sources for audience, purpose, point of view, context, and authenticity 2. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures

Content Area: Social Studies - US History	
Standard: 1. History	
Valwood Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Grade Level Expectation Concepts and skills students master: 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students Can: <ol style="list-style-type: none"> a. Analyze continuity and change in eras over the course of United States history b. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War c. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement d. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion 	Inquiry Questions: <ol style="list-style-type: none"> 1. What impact have individuals had on history? 2. How has culture defined civilization? 3. How does society decide what is important in history? 4. What ideas have united people over time? 5. How has diversity impacted the concepts of change over time?
	Relevance and Application: <ol style="list-style-type: none"> 1. The complex relationships among change, diversity and unity have long-lasting impacts on the cultural, political, and ideological components in society. For example, there is a need to understand cultural traditions and history in order to interact in the international world of business. 2. The complex interrelationship between the past and the present is evident when solving issues over time. For example, human interaction with the environment has been a critical issue throughout history and continues to be a factor in pollution, climate change, and resource management. 3. Businesses and individuals use history to understand the feasibility of new ideas and markets.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Historical thinkers analyze the significance of interactions among eras, ideas, individuals, and groups 2. Historical thinkers organize events into chronological eras and periods 3. Historical thinkers study cause and effect, patterns, themes, and interdependence of events

Content Area: Social Studies - US History	
Standard: 1. History	
Valwood Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Grade Level Expectation Concepts and skills students master: 3. Recognize the significance of ideas as powerful forces throughout history	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students Can: <ol style="list-style-type: none"> a. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution b. Evaluate the historical development and impact of political thought, theory and actions c. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include suffrage, Civil Rights and the role of government, women, minority, and religion d. Analyze ideas critical to the understanding of American history. Topics to include but not limited to populism, progressivism, isolationism, imperialism, anti-communism, environmentalism, liberalism, fundamentalism, and conservatism e. Describe and analyze the historical development and impact of the arts and literature on the culture of the United States 	Inquiry Questions: <ol style="list-style-type: none"> 1. What if the belief "all men are created equal" did not exist? 2. Which ideas provide the greatest insight to understanding a culture or nation's history? 3. How has music, art, and literature reflected powerful ideas throughout history? 4. How have philosophical and religious traditions affected the development of political institutions? 5. How have scientific and technological developments affected societies?
	Relevance and Application: <ol style="list-style-type: none"> 1. Philosophies, religions, and other powerful ideas have developed over time and across the world. Examples include minority rights over time, exploration of space and the oceans. 2. Literature, art (drama, music, dance) reflect and express powerful ideas over time, such as equal rights, civil disobedience, religious thought and expression, and government issues.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Historical thinkers study and analyze the impacts that arise from the interaction of political, philosophical, technological, artistic, and scientific thought.

1. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Geography standards are:

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

2. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Economics standards are:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

Content Area: Social Studies - US History	
Standard: 3. Economics	
Valwood Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Grade Level Expectation Concepts and skills students master: 2. Productive resources – natural, human, capital – are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students Can: a. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs b. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services	Inquiry Questions: 1. How has globalization changed the availability of human capital? 2. What are some of the ways that the values of a society affect the goods and services it produces?
	Relevance and Application: 1. Entrepreneurship and innovation create new paradigms to address scarcity and choice. Examples include. electric cars, cell phones, social networking, Internet, and satellite television 2. Marginal thinking allows for good economic decisions to be made by individuals, businesses, and governments.
	Nature of Discipline: 1. When using an economic way of thinking individuals study how productive resources are changing in order to anticipate new problems with scarcity of desired resources 2. Economic thinkers analyze how economies utilize resources to meet the cumulative wants and needs of the individuals in a society 3. When using an economic way of thinking individuals study factors that lead to increased economic interdependence, increased productivity, and improved standard of living for the individuals in a society.

Content Area: Social Studies - US History

Standard: 3. Economics

Valwood Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation

Concepts and skills students master:

2. Economic policies affect markets

Evidence Outcomes

Students can:

- Give examples of the role of government in a market economic system
- Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies
- Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is government's role in a market economy?
2. What is the economic impact of various monetary and fiscal policies that a government can use?
3. How would you change monetary policy?
4. What type of monetary and fiscal policies would be best for businesses?

Relevance and Application:

1. Fiscal and monetary policies affect financial markets and individuals such as the impact of exchange rates on tourists, and the effect of interest rates on the cost of borrowing money.
2. Businesses understand and follow the changes in fiscal and monetary policy to make better choices and react to changing markets.
3. Economic behavior is modified based on positive and negative incentives such as tax credits on alternative energy and increases in payroll taxes.

Nature of Discipline:

1. Economic thinkers gather and analyze data to explore trends and predictions.
2. Economic thinkers study the relationship between policy and market reaction.
3. Economic thinkers decipher trends in financial markets by looking for patterns of behavior.

Content Area: Social Studies - US History

Standard: 3. Economics

Valwood Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation

Concepts and skills students master:

3. Government and competition affect markets

Evidence Outcomes

Students Can:

- Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism
- Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly
- Compare and contrast economic systems in terms of their ability to achieve economic goals
- Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. In what ways does the United States government influence decisions regarding production and distribution of goods?
2. How does competition affect the choices of consumers have in an economy?

Relevance and Application:

1. Knowledge of the changing role of government in various markets helps to make informed choices.
2. The understanding of the role of competition in markets helps to make informed decisions and create business strategies.
3. Government taxing and spending policies affect individuals and businesses.

Nature of Discipline:

1. Economic thinkers compare systems of economics to determine how best to meet economic goals.
2. Economic thinkers study the use of monetary and fiscal policies.
3. Economic thinkers analyze the effects of specific government regulations on different groups, including consumers, employees and businesses.

Content Area: Social Studies - US History	
Standard: 3. Economics	
Valwood Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Grade Level Expectation Concepts and skills students master: 4. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students Can: <ol style="list-style-type: none"> a. ***Compare and contrast the variety of investments available for a diversified portfolio (DOK 2-3) b. ***Evaluate factors to consider when managing savings and investment accounts (DOK 2-3) c. Explain how economic cycles affect personal financial decisions d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does a consumer choose between investment options? 2. How might changes in the economic cycle affect future earnings on an individual's investments? 3. What are some ways that you might rate the security, accuracy, and relevancy of financial information? 4. How does compound interest manifest in investment and debt situations?
	Relevance and Application: <ol style="list-style-type: none"> 1. Investigation of different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement. 2. The creation of a plan to diversify a portfolio of investments balances risks and returns and prepares for a solid financial future. 3. A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Financially responsible individuals carefully consider the amount of financial risk that they can tolerate based on life stage and plan for changes in the economic cycles. 2. Financially responsible individuals create plans based on sound economic principles to maximize their standard of living over time.

4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Civics standards are:

- Analyze and practice rights, roles and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens