



VALWOOD

GO BEYOND

World History Curriculum

World History Overview

Course Description		Topics at a Glance	
<p>World History is a chronological, thematic, and comparative study of the world, with an emphasis on 1450 to present. Students will examine themes that span regions and will focus on the interaction of world citizens and ideas from the First Global Age through the 20th Century. Students will be engaged in an in-depth study of some eras and will be asked to complete independent research, apply critical thinking and examine multiple perspectives on world issues.</p>		<p>Early River Valley Civilizations Mesopotamia, Egypt, India, and China</p> <p>Greek and Roman Empire Foundations of western politics and philosophy, building the Roman Empire through conquest</p> <p>World Religions Judaism, Hinduism, Buddhism, Christianity, Islam</p> <p>Renaissance and Reformation Social implications, humanism, European population changes, technological advancements (European, Islamic and Chinese), Enlightenment</p> <p>Age of Encounters and the Global Age Columbian Exchange, Atlantic Slave Trade (capitalism and mercantilism), Indian Ocean Trade, Ming Dynasty, Global Colonialism (Americas, Asia and Africa)</p> <p>Economic and Political Revolution Industrial Revolution, absolutism, French Revolution, revolutions in Latin America (examples: Haitian or Mexican Revolution), Russian Revolution (including origins of socialism and communism), Communist Revolution in China</p> <p>Century of War Neo-Imperialism, World War I, nationalism, World War II, Cold War, Global Depression of the 1930's, totalitarianism, development of international organizations (ex. UN, Declaration of Human Rights, NATO, Warsaw Pact)</p>	
Assessments		Useful Information	
<ul style="list-style-type: none"> • Teacher Assessments • Assessments adopted from course materials 		<ul style="list-style-type: none"> • Use broad themes and embed details. • The following themes/units are optional as brief foundational or transitional units for better understanding of the above content: <ul style="list-style-type: none"> ○ Foundations of Political Systems ○ Development of Classical Civilizations ○ Global Transition from Medieval to Modern 	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
1. History	<ol style="list-style-type: none"> 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 from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. Recognize the significance of ideas as powerful forces throughout history 		

AP World History Overview

Course Description		Topics at a Glance	
<p>This course is based on a global perspective of the world and human interactions from 8000 B.C.E. to the present day, using the five themes outlined in the Advanced Placement World History course description consistently throughout the course. Successful completion of the course and the national Advanced Placement exam taken each year in early May could allow students to receive college credit. Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. Continuity and change will be addressed in the themes of each unit. The students take the AP World History exam in May.</p>		<p>Unit One: Technological and Environmental Transformations</p> <ul style="list-style-type: none"> • Key Concept 1.1: Big Geography and the Peopling of the Earth • Key Concept 1.2: The Neolithic Revolution and Early Agricultural • Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies <p>Unit Two: Organization and Reorganization of Human Societies</p> <ul style="list-style-type: none"> • Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions • Key Concept 2.2: The Development of States and Empires • Key Concept 2.3: Emergence of Interregional Networks of Communication and Exchange <p>Unit Three: Regional and Interregional Interactions</p> <ul style="list-style-type: none"> • Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks • Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions • Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences <p>Unit Four: Global Interactions</p> <ul style="list-style-type: none"> • Key Concept 4.1: Globalizing Networks of Communication and Exchange • Key Concept 4.2: New Forms of Social Organization and Modes of Production • Key Concept 4.3: State Consolidation and Imperial Expansion <p>Unit Five: Industrialization and Global Integration</p> <ul style="list-style-type: none"> • Key Concept 5.1: Industrialization and Global Capitalism • Key Concept 5.2: Imperialism and Nation-State Formation • Key Concept 5.3: Nationalism, Revolution, and Reform • Key Concept 5.4: Global Migration <p>Unit Six: Accelerating Global Change and Realignments</p> <ul style="list-style-type: none"> • Key Concept 6.1: Science and the Environment • Key Concept 6.2: Global Conflicts and Their Consequences • Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture 	
Assessments		Useful Information	
<ul style="list-style-type: none"> • Teacher Assessments • College Board AP World History Exam 		<ul style="list-style-type: none"> • This is an AP class with curriculum given to us from the College Board. 	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
1. History	<ol style="list-style-type: none"> 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 from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. Recognize the significance of ideas as powerful forces throughout history 		

US Government Overview

Course Description		Topics at a Glance	
<p>This course reviews the basic concepts of United States Government from pre-revolutionary days to the present time, the functions of national, state, and local governments and their relationships to the citizens of the United States. The responsibilities and obligations of both the citizen and the government to each other are an integral part of this course. The course will combine the historical foundations with analysis of current events. Students will be encouraged to simulate, observe and participate in local government.</p>		<p>Origins, Revolution and Independence <i>Theories of Government, Articles of Confederation, Direct vs. Representative Democracy, Enlightenment philosophies</i></p> <p>Federalism and Checks and Balances <i>States' Rights vs. Federal Rights, Local/State/Federal Gov't, Congress and Passing Legislation, Executive Powers, Federalism and Checks and Balances</i></p> <p>Documents We Live By <i>Declaration of Independence, The Constitution and the Bill of Rights</i></p> <p>Law and the Judicial Branch <i>Justice System, Supreme Court, landmark cases, laws vs. amendments</i></p> <p>Political Beliefs and Civic Responsibility <i>Political Spectrum, Liberal vs. Conservative, Political Parties, Elections, Civic Education</i></p> <p>Comparative World Systems <i>Contemporary foreign policy issues, US's role in foreign policy</i></p>	
Assessments		Useful Information	
<ul style="list-style-type: none"> • Teacher Assessments • Assessments Adopted from course materials 		<ul style="list-style-type: none"> • Classes do not have to be organized into the five units provided, nor is the course limited to the above topics. • Use broad themes and embed details. • Use current events to address issues and current realities. • Suggested review topics include: the American Revolution and early colonization. 	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
4. Civics	<ol style="list-style-type: none"> 1. Research, formulate positions, and engage in appropriate civic participation to address local, state or national issues or policies 2. Purposes of and limitations on the foundations, structures and functions of government 3. Analyze how public policy – domestic and foreign – is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government 		

AP United States Government Overview

Course Description		Topics at a Glance	
<p>The AP US Government class is typically taken during the 12th grade year and is offered as a full year course. From the ideological foundations of the American political system to a scholarly approach to the role of the media, political parties, and other linkage institutions, to the powers and functions of the three branches of the federal government and those in the 50 state governments, students will receive a college-level introduction to the subject. The students take the AP Government exam in May.</p>		<ol style="list-style-type: none"> 1. Constitutional Underpinnings of United States Government 2. Political Beliefs and Behaviors 3. Political Parties, Interest Groups, and Mass Media 4. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts 5. Public Policy 6. Civil Rights and Civil Liberties 	
Assessments		Useful Information	
<p>Teacher Assessments College Board AP United States Government Exam</p>		<ul style="list-style-type: none"> • This is an AP class with curriculum given to us from the College Board. 	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
<ol style="list-style-type: none"> 1. History 	<ol style="list-style-type: none"> 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 from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. Recognize the significance of ideas as powerful forces throughout history 		

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. 		

AP Unites States History Overview

Course Description		Topics at a Glance	
<p>The Advanced Placement United States History course provides an in-depth look at the whole of United States History from the pre-colonial era to the present day. Successful completion of the course and the national Advanced Placement exam taken each year in early May could allow students to receive college credit. The Advanced Placement United States History course is intended to challenge students by providing them with a collegiate atmosphere and workload. Students will gain a firm understanding of the major social, political, cultural, and economic influences that have shaped American history. This course provides student with an opportunity to hone the vital skills of critical thinking, essay writing, reading comprehension, and oral argument while exposing them to a variety of primary and secondary source documents as well as various interpretations of history. The students take the AP US History exam in May.</p>		<p>Unit 1: Colonial History Unit 2: Independence Unit 3: Post- Independence and the Critical Period Unit 4: Jefferson's Administration/Growth of Nationalism Unit 5: The Age of Jackson Unit 6: Slavery and Sectionalism Unit 7: Civil War and Reconstruction Unit 8: Rise of Business and Labor Unit 9: Populists and Progressives Unit 10: Imperialism and World War I Unit 11: 1920's to 1930's Unit 12: World War II and Origins of the Cold War Unit 13: Foreign Policy</p>	
Assessments		Useful Information	
<p>Teacher Assessments College Board AP United States History Exam</p>		<ul style="list-style-type: none"> • This is an AP class with curriculum given to us from the College Board. 	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
<p>1. History</p>	<ol style="list-style-type: none"> 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 from a variety of primary and secondary sources 2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time 3. Recognize the significance of ideas as powerful forces throughout history 		

Economics Course Overview

Course Description		Topics at a Glance	
<p>Current economic issues will serve as a foundation for the application of economic theory in this semester course. Analysis of the United States economic system as it relates to the individual and building financial literacy will be a focus. Specific units will cover microeconomic concepts such as the Law of Supply and Demand, factors of production, and the business cycle. Macroeconomic topics will include money and banking, basic monetary and fiscal policy, international trade and the impact of globalization. Comparative economic systems will also be introduced.</p>		<ul style="list-style-type: none"> • Scarcity and Choices • Factors of Production • Law of Supply and Demand • Business Cycles • Compare economic systems • Personal Financial Literacy • Monetary Policy • Fiscal Policy • Globalization 	
Assessments		Effective Components of Economics Course	
<ul style="list-style-type: none"> • Checks for understanding • Student presentations • Teacher questions, prompts and discussion • Peer and self assessments • Unit tests 		<ul style="list-style-type: none"> • Actively engages and motivates students in the process of learning economics • Provides learning activities that are appropriate in complexity and pacing • Introduces and expects appropriate use of economic vocabulary • Provides opportunities for varied learning types • Differentiates economic instruction to meet wide range of student needs • Reinforces effort and provides recognition • Integrates the study of economics with other content areas with an emphasis on financial literacy 	
Grade Level Expectations			
Standard	Grade Level Expectations		
1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	<ol style="list-style-type: none"> 1. Analyze the relationships between economic goals and the allocation of scarce resources 2. Explain how economic choices incur opportunity costs 		
2. Economics policies affect markets	<ol style="list-style-type: none"> 1. Analyze how government activities influence the economy. 		
3. Government and competition affect markets	<ol style="list-style-type: none"> 1. Analyze the role of government within different economies. 		
4. Acquire the knowledge and economic reasoning skills to make sound financial decisions	<ol style="list-style-type: none"> 1. Analyze financial goals including budgeting, long-range goals, investments, savings, mortgages, credit history, insurance and risk. 		

AP Economics Course Overview

Course Description		Topics at a Glance	
<p>This full-year advanced placement course is designed to be an intensive year-long study of Microeconomics. We will, however, study certain aspects of Macroeconomics as well. The curriculum for AP Microeconomics will include basic economic topics, the nature and functions of markets, and the role of government when markets fail. Students will be expected to learn this with a very strong emphasis on current events and the practical implementation of economic decisions and policies. Please remember that this is an Advanced Placement class and will be taught as such. Advanced Placement classes are designed for college freshmen. You should only have signed up for this class if you truly expect to take your responsibility seriously! Students who take their work seriously and do well should expect to take the AP Exam in May. All students at the end of this class should be able to take introductory economics classes in college with confidence and great success.</p>		<ol style="list-style-type: none"> 1. Introduction to Economics. 2. Supply and Demand I: How Markets Work. 3. Supply and Demand II: Markets and Welfare. 4. The Economics of the Public Sector. 5. Costs of Production and Market Structures. 6. Resource Markets and AP Exam Preparation. 	
Assessments		Useful Information	
<ul style="list-style-type: none"> • Student presentations • Teacher questions, prompts and discussion • Teacher Assessments • College Board AP Microeconomics Exam 		<ul style="list-style-type: none"> • This is an AP class with curriculum given to us from the College Board. 	
Grade Level Expectations			
Standard	Grade Level Expectations		
1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	<ol style="list-style-type: none"> 1. Analyze the relationships between economic goals and the allocation of scarce resources 2. Explain how economic choices incur opportunity costs 		
2. Economics policies affect markets	<ol style="list-style-type: none"> 1. Analyze how government activities influence the economy. 		
3. Government and competition affect markets	<ol style="list-style-type: none"> 1. Analyze the role of government within different economies. 		
4. Acquire the knowledge and economic reasoning skills to make sound financial decisions	<ol style="list-style-type: none"> 1. Analyze financial goals i.e., budgeting, long-range goals, investments, savings, mortgages, credit history, insurance and risk. 		

AP Psychology Course Overview

Course Description	Topics at a Glance
<p>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. Successful completion of the course and the national Advanced Placement exam taken each year in early May could allow students to receive college credit. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.</p>	<ul style="list-style-type: none"> • History and Approaches • Research Methods • Biological Bases of Behavior • Sensation and Perception • States of Consciousness • Learning • Cognition • Motivation and Emotion • Developmental Psychology • Personality • Testing and Individual Differences • Abnormal Behavior • Treatment of Abnormal Behavior • Social Psychology
Assessments	Effective Components Psychology Course
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Student presentations • Teacher questions, prompts and discussion • Performance task (planning, in-progress, final) • Peer and self assessments • Unit tests • AP Psychology exam given by College Board 	<ul style="list-style-type: none"> • This is an AP course in which the curriculum is given by college board. • Actively engages and motivates students in the process of learning psychology • Provides learning activities that are appropriate in complexity and pacing • Introduces and expects appropriate use of psychology vocabulary • Provides opportunities for varied learning types • Differentiates psychology instruction to meet wide range of student needs • Reinforces effort and provides recognition • Integrates the study of psychology with other content areas including science and health
Grade Level Expectations	
<ol style="list-style-type: none"> 1. Students will Understand selected historical and contemporary perspectives of psychologists. 2. Identify key figures and their major contributions, compare and contrast the different perspective viewpoints in psychology, describe the major occupations and subfields in psychology. 3. Understand the research methods used in the field of psychology. 4. Understand the anatomy and physiology of the brain and its role in behavior, cognition, and emotion. 5. Understand the different levels and states of consciousness. 6. Understand the different viewpoints on learning and how that affects the individual. 7. Describe the cognitive and social changes that occur from birth through adolescence. 8. Describe the psychological disorders and treatments 	

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 - World 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 	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 qualifies an event as historically significant rather than simply noteworthy? 3. What if the history of a war was told by the losing side? 4. Why are historical questions important? 5. How do historical thinkers use primary and secondary sources to formulate historical arguments? 6. 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, the Middle East Peace process, the troubles between the United Kingdom and Northern Ireland, conflicts in Africa and genocide such as Rwanda, Darfur, South Africa, Uganda. 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 and new insights into the relationship between Europeans and Africans during the early era of colonization change the interpretation of history.

	<p>Nature of Discipline:</p> <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.
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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 - World 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"> World history (both East and West including modern world history) Evaluate continuity and change over the course of world history Investigate causes and effects of significant events in world history Analyze the complexity of events in world history Examine and evaluate issues of unity and diversity in world history 	Inquiry Questions: <ol style="list-style-type: none"> What impact have individuals had on history? How has culture defined civilization? How does society decide what is important in history? What ideas have united people over time? How has diversity impacted the concepts of change over time?
	Relevance and Application: <ol style="list-style-type: none"> 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. 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. Businesses and individuals use history to understand the feasibility of new ideas and markets.
	Nature of Discipline: <ol style="list-style-type: none"> Historical thinkers analyze the significance of interactions among eras, ideas, individuals, and groups Historical thinkers organize events into chronological eras and periods Historical thinkers study cause and effect, patterns, themes, and interdependence of events

Content Area: Social Studies - World 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. World history (both East and West; to include but not be limited to modern world history) b. Discuss the historical development and impact of major world religions and philosophies. Topics to include but not limited to the Enlightenment and modern changes in Christianity, Islam, Judaism, Buddhism and Hinduism c. Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution d. Evaluate the historical development and impact of political thought, theory and actions 	Inquiry Questions: <ol style="list-style-type: none"> 1. Which ideas provide the greatest insight to understanding a culture or nation's history? 2. How has music, art, and literature reflected powerful ideas throughout history? 3. How have philosophical and religious traditions affected the development of political institutions? 4. How have scientific and technological developments affected societies?
	Relevance and Application: <ol style="list-style-type: none"> 1. The world is interconnected through the exchange of ideas as evident in science, technology, and economies. Examples include the printing press, trade routes, and the spread of information. 2. Philosophies, religions, and other powerful ideas have developed over time and across the world. Examples include the spread of religions around the globe, and the Universal Declaration of Human Rights 3. Literature, art (drama, music, dance) reflect and express powerful ideas over time, such as equal rights and religious thought and expression.
	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.

2. 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

3. 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

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 standard 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