



# History/Social Studies Department

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# Course Title: History of U.S. Conflicts

Department: Social Studies

Length: 1/2 Year (1 semester); .5 credits earned upon successful completion of the course

Prerequisites: Placement by Academic Deans

Textbooks: Primary: Material and resources prepared by individual instructors

## Course Objectives:

1. Students will be able to define key historical, geographical, and political terms related to U.S. History.
2. Students will be able to summarize key historical events.
3. Students will be able to create historical outlines and timelines.
4. Students will be able to describe key historical figures.
5. Students will be able to formulate historical arguments based on evidence.
6. Students will be able to compare civilizations and societies of the past to those of the present.

Course Overview: This class focuses on U.S. involvement in Wars/conflicts beginning with the WWI and concluding with the Invasion of Iraq in the 21st Century.

## Itemized Details of Course Content:

Semester (the order of instruction may change based on teacher discretion)

1. Military/Soldier Terminology
2. Cold War
3. Korean War
4. Vietnam War
5. Persian Gulf War
6. Intervention in Bosnia and Herzegovina
7. Invasion of Afghanistan (Post 9/11)
8. Invasion of Iraq

# Course Title: U.S. History and Geography

## 2018-19

Department: Social Studies

Length: 1 Year (2semesters); 1.0 credits earned upon successful completion of the course

Prerequisites: Passing 10<sup>th</sup> Grade World History

Textbooks: Primary: The Americans, McDougal Littell

### Course Objectives:

7. Students will be able to define key historical, geographical, and political terms related to U.S. History.
8. Students will be able to summarize key historical events.
9. Students will be able to create historical outlines and timelines.
10. Students will be able to describe key historical figures.
11. Students will be able to formulate historical arguments based on evidence.
12. Students will be able to compare civilizations and societies of the past to those of the present.

Course Overview: This class focuses on U.S. history beginning with the arrival of the first Natives arriving over 20,000 years ago and concludes with the Vietnam Conflict.

### Itemized Details of Course Content:

1<sup>st</sup> Semester (the order of instruction may change based on teacher discretion)

9. 3 World's Meet: Natives/Europeans/Africans meet in W. Hemisphere
10. The American Colonies Emerge and Come of Age
11. The American Revolution
12. Shaping the Constitution
13. American as a New Nation
14. Balancing Nationalism and Sectionalism

15. The 1<sup>st</sup> Reform Movements in America

16. Westward Expansion

17. Seeds of Civil War-Civil War

2<sup>nd</sup> Semester:

1. Reconstruction

2. A New Industrial Age

3. Urbanization & Immigration

4. Industrial Revolution

5. Progressivism

6. America as Imperialists

7. WWI

8. Roaring Twenties

9. Great Depression

10. The New Deal

11. WWII

12. Cold War

13. Civil Rights Movement

# Course Title: AP U.S. History

**Department:** Social Studies

**Length:** 1 year (2 semesters); 1.0 credits received upon successful completion of the course

**Prerequisites:** A or B in World History and approval from the Academic Dean.

## **Textbooks:**

- ***Required*** - Devine, Robert A., Breen, T.H., Fredrickson, George M., Williams, Hal. R., Gross, Ariela J., Brands, H.W. *America: Past and Present*. Revised 7<sup>th</sup> Ed. Pearson, 2005.
- Preparing for the AP U.S. History Exam W/ American: Past and Present, 7<sup>th</sup> Ed.
- Zinn, Howard. *A People's History of The United States*.
- Zinn, Howard., Arnove, Anthony. *Voices of A People's History of The United States of America*. 3<sup>rd</sup> Ed. Seven Stories Press, 2014
- *American History Primary Source Document Library*. Glencoe McGraw-Hill
- ***Various academic primary and secondary sources will be used to enhance the material being discussed in class.***

**Course Goals and Objectives:** Advanced Placement United States History is a comprehensive study of the U.S. from The Age of Discovery to the present. The course introduces students to the various cultural, economic, political, social, and diplomatic developments over time. The students will develop an analytical and interpretative approach to history. A strong emphasis will be placed on the writing of free-response essays and document-based question essays. This class will prepare students for the Advanced Placement United States History exam given in May.

**Course Description:** Students will develop the same skills and practices that historians use by analyzing primary and secondary sources. The class also helps students develop historical arguments based on those primary and secondary sources. The course uses seven themes that students use to explore and make connections among historical developments in different times and places in American history.

## **Itemized Course Content:**

### **First Semester:**

#### **Unit 1. Ch. 1-3**

**Content:** Native Americans, 16<sup>th</sup> Century Europe, Spanish, French, and English exploration, Conquistadors, Effects of Cultural Contacts First English settlements, Long term influence of settlements, Differences in the Colonies,

#### **Unit 2. Ch. 4-6**

**Content:** Growth of New England, Mercantilism, Early slavery, Social Structure, The Great Awakening, Anglo-French rivalries, British Acts, Declaration of Independence, Articles of Confederation, War economics, Political organization, State Governments, Social Reforms – Women, Federalist Vs. Anti-federalist, Washington’s Presidency, Hamilton’s economic plans, Early political parties, John Adams Presidency, Alien and Sedition Acts, XYZ affair, Election of 1800.

#### **Unit 3. Ch. 7-9**

**Content:** Jefferson’s Presidency, Louisiana Purchase, Aaron Burr, Neutral Rights, Impressment, Embargo, James Madison, War of 1812 – causes, invasion of Canada, Hartford Convention, Treaty of Ghent, New Orleans, James Monroe – Era of Good Feelings, Panic of 1819, Movement West, Missouri Compromise, Post-War nationalism

#### **Unit 4. Ch. 10-12**

**Content:** John Q. Adams Presidency, Election of 1824, Democracy of the “common man”, Westward Expansion, Indian Removal, Life on the Frontier, Nullification Crisis, Society of Old South, Slavery – culture, religion, family, rebellion, Second party system, Slavery and the Southern Economy, Cotton Production in the South, Second Great Awakening, Cult of Domesticity, Reform – Abolitionism, Asylum, Women.

#### **Unit 5. Ch. 13-15**

**Content:** Movement West, Texas revolution, Mormon's trek, Manifest destiny, Polk and annexation, War w/Mexico, Expansion-railroads, industrial revolution, immigration, working class, Compromise of 1850, Slavery and the Mexican Cession, Election of 1848, Kansas-Nebraska Act, The Know-Nothings, Rise of Republicans, Division of 1856 Election, The House Divided, Lecompton Controversy, Morality of Slavery, Election of 1860, Southern Secession, Mobilization for War, Civil War, Northern/Southern Leadership, Campaigns and Battles, Emancipation, African Americans and War, Turning Tide.

## **Mid-Term Exam**

### **Second Semester:**

#### **Unit 6. Ch. 16-19**

**Content:** Reconstruction: Presidential Vs. Congressional, Impeachment, Reconstructing Southern Society, Black Codes, Public and Private Rights, Terror against blacks, Compromise of 1877, "Redeeming", Jim Crow South, Plains Indians, Indian Wars, Men and Women on the Trail West, Mining, New Farming, Building the new Empire, New Industry: Oil and Steel, Invention, Labor Unions, Workers: Men, Women, and Children, Expansion from the Cities, Immigrants, New Leisure and Entertainment, Women's Movements, Education, Progress Vs. Poverty, Social Welfare.

#### **Unit 7. Ch. 20-22**

**Content:** Tariffs and Trusts, Presidential Power, Farmers Alliance, The Populist Movement, Panic of 1893, Pullman Strike, Attitudes of Americans, Literary Themes, Election of 1896, Politics of: Silver and Gold, Foreign Policy, Reasons for Expansion, War w/Spain, Changing Industrialism, Children Working, Workers Organize, Urban Culture.

#### **Unit 8. Ch. 23-25**

**Content:** Progressivism, Professions, Women's Suffrage, Reform in the Cities, Roosevelt: Square Deal, Trust Busting, Railroads, Food and Drug Industry, Land Conservation, Taft as President, Pinchot-Ballenger Affair, Election of 1912, Woodrow Wilson and New Nationalism, New World Power, Foreign Policy and Wilson, War Neutrality, Freedom of Seas, Mobilization, War Conditions, Bureaucracy in War, Treaty of Versailles, Roaring Twenties, Arts, Music and Literature, Second Industrial Revolution, Radicalism, Presidents: Harding, Coolidge, and Hoover, Election of 1928.

#### **Unit 9. Ch. 26-28**

**Content:** The Great Depression: Causes and Effects, Hoover, Roosevelt Emerges, Hundred Days, Recovery, Relief, and Reform, New Deal Impacts, Election of 1936, New Deal Decline, Issues in Latin America, Rivalry in Asia, Pacifism and Neutrality, War In Europe, Pearl Harbor, Axis and Allies, Homefront During War, Victory, Tragedy, Origins of Cold War, Truman Doctrine, Marshall Plan, Cold War Expansion: Korea, Vietnam, McCarthyism, Eisenhower takes control, Covert Actions

#### **Unit 10. Ch. 29-31**

**Content:** Postwar Boom: Suburbs, Baby Boomers, Consumerism, Fair Deal, Modern Republicanism, Civil Rights: Schools, Politics, and Activism, Kennedy and the Cold War, Bay of Pigs, Slow moving Civil Rights, “I Have a Dream”, Kennedy Assassination, Johnson takes control, Escalating Vietnam, Turmoil: Social and Political, Nixon, The Great Society, Ending Vietnam, Election of 1972, The Watergate Scandal, Inflation, Gains and Setbacks for Women, American Families, Ford’s Administration, Retreating in Asia, Cold Resuming.

#### **Unit 11. Ch. 32, 33**

**Content:** Regan’s Victory, Taxes, Reaganomics, Wealth Increases for Wealthy, Conflicts in Central America, Conflicts in the Middle East, AIDS, War on Drugs, Election of 1988, End of the Cold War, Changing Population, Immigration, Democratic Party comes back, Economic Recovery, Clinton Foreign Relations, Violence in the 90’s, Election of 2000, Terrorism.

#### **Final Exam**



# Course Title: Geography / Current Events

Department: Social Studies

Length: 1 semester; .5 Credits earned upon completion of the course

Prerequisites: None

Textbooks: Geography. Arreola, D., Smith Deal, M., Petersen, J., Sanders, R. Holt McDougal. *Houghton Mifflin*. 2012

Course Goals: Students will be able to:

1. Analyze maps and charts
2. Assess geographical patterns
3. Collaborate with peers to create student-inquiry projects
4. Compare geographic, economic, political, and social differences across the world
5. Identify relevant news events relating to countries around the world

Course Description:

**Overview:** Geography / Current Events is a one semester course designed to introduce students to the world we live in. We will study the physical, political, economic, and social landscapes throughout the different regions of the world. Through inquiry-based projects, tests, and current event discussions, students will be able to demonstrate their knowledge of the world we live in.

**Content:**

- A. Michigan
- B. North America / United States
- C. Latin America / South America
- D. Africa
- E. Europe
- F. Asia (Middle East)
- G. Asia (Central and East)
- H. Oceania / Australia

# Course Title: Economics

**Department**     Social Studies

**Length:** .5 credits (one semester)

## **Textbook**

*JA Economics, JA Worldwide, Colorado Springs, Colorado, USA. Copyright 2007*

*JA Economics Workbook*

## **Course description and goals**

This course is designed to provide students with an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Students will be introduced to the major characteristics of the mixed market economic system in the United States, and how basic economic questions are answered. Emphasis will be placed on the individual's role as producer, consumer, saver and taxpayer in relation to the system.

**Itemized Detail of Course Content: First semester (the order of instruction may change based on teacher discretion).**

## **Units of Study**

### **What is Economics?**

- Human wants
- Want-Satisfaction
- Margin thinking
- Macro and Micro economics
- Choice Making

### **Free Enterprise in the United States**

- Pillars of Free Enterprise
- Models
- Money and Circular Flow

**Supply and Demand**

- Price Effect
- Market Demand and Supply
- Price Elasticity
- Price change and relationship

**Market Clearing Price:**

- Demand and Supply together
- Change in price production
- Function of price in a market system

**Consumers, Savers, Investors:**

- Sources of income
- Factors that influence wealth accumulation
- Where people put their savings
- Consumer credit
- Using a credit card
- Consumer protection

**Business of Free Enterprise:**

- Becoming an entrepreneur
- Starting a small business
- Forms of business organization
- How large corporations are organized

# Course Title: American Government

**Department**     Social Studies

**Length:** .5 credits (one semester)

**Textbook:**     **Primary:** *Basic Principles of American Government, Second Edition*, William R.

Sanford and Carl R. Green

Secondary: Material and resources prepared by the teacher

## Course description

This course is designed for students to discover the structure of federal, state and local governments, explore the relationships between branches and levels of government, practice responsible citizenship by encouraging students to become active participants in our government, stimulate interest in current political events, and improve students' communication skills through writing and speaking about government and political policies.

**Course Goals and Objectives:** Preparing active and knowledgeable political citizens is the main goal of this course. Student will understand basic concepts of democratic thought, and analyze the formation, concepts, and components of the United States Constitution. In addition, political thought will be challenged through the use of a variety of different assessment.

**Itemized Detail of Course Content: First semester (the order of instruction may change based on teacher discretion).**

## Units of Study

1. The Principals Behind American Government
  - a. Basic Theories of Government
  - b. Building the American System of Government
  - c. The Broad Principles of the Constitution
2. The American Political Process
  - a. Individual Rights
  - b. American Political System
  - c. Voters role in the electoral process and their influence on the government
3. Branches of Government
  - a. Legislative
  - b. Executive
  - c. Judicial
4. State and Local Government in the American System
  - a. State government
  - b. County and City Government

# Course Title: Honors World History and Geography

Department: Social Studies

Length: 1 year (2 Semesters); 1.0 Credit earned upon successful completion of course

Prerequisites: Geography/Current Events and placement by 9<sup>th</sup> grade academic dean.

Textbook: Beck, R. et al. (2005) *World History: Patterns of Interaction*. McDougal Littell.

(ISBN: 0-618-18774-X)

Supplementary readings such as academic journals are also utilized in this course.

## Course Goals and Objectives:

13. Students will be able to define key historical, geographical, and political terms related to World History.
14. Students will be able to summarize key historical events.
15. Students will be able to create historical outlines and timelines.
16. Students will be able to describe key historical figures.
17. Students will be able to formulate historical arguments based on evidence.
18. Students will be able to compare civilizations and societies of the past to those of the present.
19. Students will be able to create a thesis statement and argument.

Course Description: This is an accelerated version of World History that incorporates the mastery of writing in the historical context. This survey course focuses on the development of western culture through a chronological examination of human life from its earliest societies to the mid-1900's. Key historical themes such as cultural interaction, human environment interaction, religious and ethical systems, power and authority, empire building, revolution, economics, and technological advancement are also focal points. An introduction to historical reading, writing, and research are also central learning objectives. The content of the class is similar to World History, however a greater depth of discussion, mastery, and instruction enhance the learning objectives.

## Course Outline \*adjustments may occur

- I. **Mini Unit- Introduction to the Study of History**
  - A. Why Study History?
  - B. Historical and Political Terminology
  - C. Reading in History
  - D. Writing the Historical Outline and Timeline
- II. **Unit 1: Beginnings of Civilization (4 million B.C. – 200 B.C.)**
  - A. Prehistory (2500 B.C.)
    1. Chapter 1: The peopling of the world
      - a. Section 1: Human origins in Africa

- b. Section 2: Human attempts to control nature
    - c. Section 3: Civilization
  - B. (3500 B.C. – 450 B.C.)
    - 1. Chapter 2: Early river valley civilizations
      - a. Section 1: City-states in Mesopotamia
      - b. Section 2: Pyramids on the Nile
      - c. Discussion: Comparing Mesopotamia and Egypt
  - C. (2000 B.C. – 250 B.C.)
    - 1. Chapter 3: People and ideas on the move
      - a. Section 1: The Indo-Europeans
      - b. Section 2: Hinduism and Buddhism develop
      - c. Section 3: Seafaring traders
      - d. Section 4: The origins of Judaism
  - D. (1570 B.C. – 200 B.C.)
    - 1. Chapter 4: First age of empires
      - a. Section 1: The Egyptian and Nubian Empires
      - b. Section 2: The Assyrian Empire
      - c. Section 3: The Persian Empire
- III. **Unit 2: New Directions in Government and Society (2,000 B.C.- A.D. 700)**
  - A. (2,000 B.C. – 300 B.C.)
    - 1. Chapter 5: Classical Greece
      - a. Section 1: Cultures of the Mountains and the Sea
      - b. Section 2: Warring City-States
      - c. Section 3: Democracy and Greece's Golden Age
      - d. Section 4: Alexander's Empire
      - e. Section 5: The Spread of Hellenistic Culture
  - B. (500 B.C. – A.D. 500)
    - 1. Chapter 6: Ancient Rome and Early Christianity
      - a. Section 1: The Roman Republic
      - b. Section 2: The Roman Empire
      - c. Section 3: The Rise of Christianity
      - d. Section 4: The Fall of the Roman Empire
      - e. Section 5: Rome and the Roots of World History
  - C. (1500 B.C. – A.D. 700)
    - 1. Chapter 8: African Civilizations
      - a. Section 1: Diverse Societies in Africa
      - b. Section 2: Migration
      - c. Section 3: The Kingdom of Aksum
  - D. (40,000 B.C. – A.D. 700)
    - 1. Chapter 9: The Americas: A Separate World
      - a. Section 1: The Earliest Americans
      - b. Section 2: Early Mesoamerican Civilizations
      - c. Section 3: Early Civilizations of the Andes
- IV. **Unit 3: An Age of Exchange and Encounter (500-1500)**
  - A. (500-1500)
    - 1. Chapter 11: Byzantines, Russians, and Turks Interact
      - a. Section 1: The Byzantine Empire
      - b. Section 2: The Russian Empire
      - c. Section 3: Turkish Empires Rise in Anatolia
  - B. (500- 1200)
    - 1. Chapter 13: European Middle Ages
      - a. Section 1: Charlemagne Unites Germanic Kingdoms
      - b. Section 2: Feudalism in Europe
      - c. Section 3: The Age of Chivalry
      - d. Section 4: The Power of the Church

- C. (800-1500)
  - 1. Chapter 14: The Formation of Western Europe
    - a. Section 1: Church Reforms and the Crusades
    - b. Section 2: Changes in Medieval Society
    - c. Section 3: England and France Develop
    - d. Section 4: The Hundred Years' War and the Plague
- D. (800-1500)
  - 1. Chapter 15: Societies and Empires of Africa
    - a. Section 1: North and Central African Societies
    - b. Section 2: West African Civilizations
    - c. Section 3: Eastern City-States and Southern Empires

### **END OF 1<sup>ST</sup> SEMESTER MID-TERM EXAM**

#### **V. Unit 4: Connecting Hemispheres (500-1800)**

- A. (500-1500)
  - 1. Chapter 16: People and Empires in the Americas
    - a. Section 1: North American Societies
    - b. Section 2: Maya Kings and Cities
    - c. Section 3: The Aztecs Control Central Mexico
    - d. The Inca Create a Mountain Empire
- B. (1300-1600)
  - 1. Chapter 17: European Renaissance and Reformation
    - a. Section 1: Italy: Birthplace of the Renaissance
    - b. Section 2: The Northern Renaissance
    - c. Section 3: Luther Leads the Reformation
    - d. Section 4: The Reformation Continues
- C. (1300-1700)
  - 1. Chapter 18: The Muslim World Expands
    - a. Section 1: The Ottomans Build a Vast Empire
- D. (1400-1800)
  - 1. Chapter 19: An Age of Exploration and Isolation
    - a. Section 1: Europeans Explore the Past
- E. (1492-1800)
  - 1. Chapter 20: The Atlantic World
    - a. Section 1: Spain builds and Empire
    - b. Section 2: European Nations Settle North America
    - c. Section 3: The Atlantic Slave Trade
    - d. Section 4: The Columbian Exchange and Global Trade

#### **VI. Unit 5: Absolutism to Revolution (1500-1900)**

- A. (1500-1800)
  - 1. Chapter 21: Absolute Monarchs in Europe
    - a. Section 1: Spain's Empire and European Absolutism
    - b. Section 2: The Reign of Louis XIV
    - c. Section 3: Central European Monarchs Clash
    - d. Section 5: Parliament Limits the English Monarchy
- B. (1550-1789)
  - 1. Chapter 22: Enlightenment and Revolution
    - a. Section 1: The Scientific Revolution
    - b. Section 2: The Enlightenment in Europe
    - c. Section 3: The Enlightenment Spreads
    - d. Section 4: The American Revolution
- C. (1789-1815)
  - 1. Chapter 23: The French Revolution and Napoleon

- a. Section 1: The French Revolution Begins
  - b. Section 2: Revolution Brings Reform and Terror
  - c. Section 3: Napoleon Forges and Empire
  - d. Section 4: Napoleons Empire Collapses
  - e. Section 5: The Congress of Vienna
- D. (1789-1900)
- 1. Chapter 24: Nationalist Revolutions Sweep the West
    - a. Section 1: Latin American Peoples Win Independence
    - b. Section 2: Europe Faces Global Revolutions
    - c. Section 3: Nationalism
    - d. Section 4: Revolutions in the Arts

**VII. Unit 6: Industrialism, The Race for Empire, and The World at War**

- A. (1700-1900)
- 1. Chapter 25: The Industrial Revolution
    - a. Section 1: The Beginnings of Industrialization
    - b. Section 2: Industrialization
    - c. Section 3: Industrialization Spreads
    - d. Section 4: Reforming the Industrial World
- B. (1815-1914)
- 1. Chapter 26: An Age of Democracy and Progress
    - a. Section 1: Democratic Reform and Activism
    - b. Section 2: Self-Rule for British Colonies
    - c. Section 3: War and Expansion in the United States
    - d. Section 4: Nineteenth-Century Progress
- C. (1850-1914)
- 1. Chapter 27: The Age of Imperialism
    - a. Section 1: The Scramble for Africa
    - b. Section 2: Imperialism
- D. (1914-1918)
- 1. Chapter 29: The Great War (WWI)
    - a. Section 1: Marching Toward War
    - b. Section 2: Europe Plunges into War
    - c. Section 3: A Global Conflict
    - d. Section 4: A Flawed Peace
- E. (1919-1939)
- 1. Chapter 31: Years of Crises
    - a. Section 1: Postwar Uncertainty
    - b. Section 2: A Worldwide Depression
    - c. Section 3: Fascism Rises in Europe
    - d. Section 4: Aggressors Invade Nations
- F. (1939-1945)
- 1. Chapter 32: World War II
    - a. Section 1: Hitler's Lightning War
    - b. Section 2: Japan's Pacific Campaign
    - c. Section 3: The Holocaust
    - d. Section 4: Europe and Japan in Ruins

**END OF 2<sup>ND</sup> SEMESTER FINAL EXAM**



# Course Title: Humanities Rotation

**Department:** Miscellaneous

**Length:** 1 year (2 Semesters – 6 6-week sessions 1/MP) 1.0 credit earned upon successful completion of the course.

**Prerequisites:** Counselor approval (sophomore requirement)

**Textbooks:** None

## **Course Goals and Objectives:**

Introduce students to the realms of Art, Music, Robotics, and Speech.  
Develop an appreciation and deeper understanding of these Fine Arts.  
Standardized Test Preparation, as well as, College and Career readiness segments are included to initiate the college enrollment process.

## **Course Description:**

### *General Overview:*

Sophomore students will be exposed to several (6) areas of knowledge (Art, Music, Robotics, Speech, Standardized Test preparation, and College Career readiness). They will receive 6 weeks of introductory instruction from each discipline.

### *Itemized Details of Course Content:*

*(Rotation order varies by schedule)*

#### MP1: Art

Students spend 6 weeks exploring the various types of art.  
Drawing/Painting/Ceramics all begin with simple instruction and culminate in some form of project.

#### MP2: Music

Students spend 6 weeks learning a brief music history. Simple music notes are taught and various types of music are explored. Ukuleles are utilized as performing instruments.

### MP3: Speech

Students spend 6 weeks developing public speaking techniques. Informative and demonstrative speeches are written and performed in front of the class.

### MP4: Robotics

Students spend 6 weeks working on “Lego” robot projects. They assemble and program robots to perform various tasks. The course culminates in a final competitive project.

### MP5: Standardized Test Preparation

Students spend 6 weeks learning various test-taking skills. Student are required to take both an ACT & SAT test. An online computer website allows students to see and correct questions done incorrectly.

### MP6: College & Career Readiness

Students spend 6 weeks learning the basics of college admissions. They will develop resumes, peruse college websites, and research admission requirements. Career matching and investigation complete the marking period.

# Course Title: Native American History

Department: Social Studies

Length: 1 Semester; 0.5 Credit earned upon successful completion of course

Prerequisites: Placement by Academic Dean.

Textbook: Diaz, Bernal, *The Conquest of New Spain*, Penguin Books. 1963 ISBN: 0-140-44123-9

Supplementary readings such as academic journals are also utilized in this course.

## Course Goals and Objectives:

20. Students will be able to define key historical, geographical, and associated terms related to Native American History.
21. Students will be able to summarize key historical events.
22. Students will be able to create historical outlines and timelines.
23. Students will be able to describe key historical figures.
24. Students will be able to formulate historical arguments based on evidence.
25. Students will be able to examine multimedia presentations and create a reflective viewpoint on the subject matter.

Course Description: This survey course focuses on the development of Native American Societies through a chronological examination of human life from the first settlements of the Americas to the first contact with Europeans. Key historical themes such as cultural interaction, human environment interaction, religious and ethical systems, power and authority, conquest, economics, and technological advancement are also focal points. An introduction to historical reading, writing, and research are also central learning objectives.

## Course Outline:

### Marking Period 1

- VIII. Intro to Native Studies
  - A. Intro
  - B. Maya
  - C. Aztec
  - D. Paper 1
- IX. Regions and Tribes
  - A. California
  - B. Pacific Northwest
  - C. Great Basin
  - D. Columbia Plateau
  - E. Plains
  - F. Mound builders
  - G. Eastern Woodlands

- H. South
  - I. Paper 2
- X. Modern Native History
  - A. Reservations
  - B. Natives in Film
  - C. Politics
  - D. Paper 3

# Course Title: Psychology

**Department:** Social Studies

**Length:** 1 semester; 0.5 credits earned upon successful completion of the course

**Prerequisites:** elective course for juniors and seniors only

**Textbooks:** Psychology: Principles in Practice, Holt McDougal, Rathus, 2010

## Course Goals and Objectives:

The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology • A recognition of the diversity of individuals who advance the field • A multicultural and global perspective that recognizes how diversity is important to understanding psychology • An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made • An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals • An appreciation for ethical standards that regulate scientific research and professional practice • An understanding that different content areas within psychological science are interconnected • An ability to relate psychological knowledge to everyday life • A knowledge of the variety of careers available to those who study psychology • An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels • An awareness of the importance of drawing evidence based conclusions about psychological phenomena. (**National Standards for High School Psychology Curricula**)

## Course Description:

This course is an introduction to the study of human behavior. It probes both normal and abnormal behavior, studies different approaches to therapy, and analyzes recent investigations and experiments in the field of psychology.

## Itemized Details of Course Content:

First Semester (the order of instruction may change based on teacher discretion)

- a) What is Psychology?
- b) Psychological Methods
- c) Biology and Behavior
- d) Sensation and Perception
- e) Consciousness
- f) Learning

- g) Memory
- h) Thinking and Language
- i) Intelligence
- j) Infancy and Childhood
- k) Adolescence
- l) Adulthood
- m) Motivation and Emotion
- n) Theories of Personality
- o) Psychological Tests
- p) Gender Roles
- q) Stress and Health
- r) Psychological Disorders
- s) Methods of Therapy
- t) Social Cognition
- u) Social Interaction

# Course Title: World History and Geography

Department: Social Studies

Length: 1 year (2 Semesters); 1.0 Credit earned upon successful completion of course

Prerequisites: Geography/Current Events

Textbook: Beck, R. et al. (2005) *World History: Patterns of Interaction*. McDougal Littell.

(ISBN: 0-618-18774-X)

## Course Goals and Objectives:

26. Students will be able to define key historical, geographical, and political terms related to World History.
27. Students will be able to summarize key historical events.
28. Students will be able to create historical outlines and timelines.
29. Students will be able to describe key historical figures.
30. Students will be able to formulate historical arguments based on evidence.
31. Students will be able to compare civilizations and societies of the past to those of the present.
32. Students will be able to create a thesis statement and argument.

Course Description: This survey course focuses on the development of western culture through a chronological examination of human life from its earliest societies to the mid- 1900's. Key historical themes such as cultural interaction, human environment interaction, religious and ethical systems, power and authority, empire building, revolution, economics, and technological advancement are also focal points. An introduction to historical reading, writing, and research are also central learning objectives.

## **Course Outline** \*adjustments may occur

- XI. Mini Unit- Introduction to the Study of History**
  - A. Why Study History?
  - B. Historical and Political Terminology
  - C. Reading in History
  - D. Writing the Historical Outline and Timeline
- XII. Unit 1: Beginnings of Civilization (4 million B.C. – 200 B.C.)**
  - A. Prehistory (2500 B.C.)
    1. Chapter 1: The peopling of the world
      - d. Section 1: Human origins in Africa
      - e. Section 2: Human attempts to control nature
      - f. Section 3: Civilization
  - B. (3500 B.C. – 450 B.C.)
    1. Chapter 2: Early river valley civilizations
      - d. Section 1: City-states in Mesopotamia
      - e. Section 2: Pyramids on the Nile

- f. Discussion: Comparing Mesopotamia and Egypt
  - C. (2000 B.C. – 250 B.C.)
    - 1. Chapter 3: People and ideas on the move
      - e. Section 1: The Indo-Europeans
      - f. Section 2: Hinduism and Buddhism develop
      - g. Section 3: Seafaring traders
      - h. Section 4: The origins of Judaism
  - D. (1570 B.C. – 200 B.C.)
    - 1. Chapter 4: First age of empires
      - d. Section 1: The Egyptian and Nubian Empires
      - e. Section 2: The Assyrian Empire
      - f. Section 3: The Persian Empire
- XIII. Unit 2: New Directions in Government and Society (2,000 B.C.- A.D. 700)**
  - A. (2,000 B.C. – 300 B.C.)
    - 1. Chapter 5: Classical Greece
      - f. Section 1: Cultures of the Mountains and the Sea
      - g. Section 2: Warring City-States
      - h. Section 3: Democracy and Greece’s Golden Age
      - i. Section 4: Alexander’s Empire
      - j. Section 5: The Spread of Hellenistic Culture
  - B. (500 B.C. – A.D. 500)
    - 1. Chapter 6: Ancient Rome and Early Christianity
      - f. Section 1: The Roman Republic
      - g. Section 2: The Roman Empire
      - h. Section 3: The Rise of Christianity
      - i. Section 4: The Fall of the Roman Empire
      - j. Section 5: Rome and the Roots of World History
  - C. (1500 B.C. – A.D. 700)
    - 1. Chapter 8: African Civilizations
      - d. Section 1: Diverse Societies in Africa
      - e. Section 2: Migration
      - f. Section 3: The Kingdom of Aksum
  - D. (40,000 B.C. – A.D. 700)
    - 1. Chapter 9: The Americas: A Separate World
      - d. Section 1: The Earliest Americans
      - e. Section 2: Early Mesoamerican Civilizations
      - f. Section 3: Early Civilizations of the Andes
- XIV. Unit 3: An Age of Exchange and Encounter (500-1500)**
  - A. (500-1500)
    - 1. Chapter 11: Byzantines, Russians, and Turks Interact
      - d. Section 1: The Byzantine Empire
      - e. Section 2: The Russian Empire
      - f. Section 3: Turkish Empires Rise in Anatolia
  - B. (500- 1200)
    - 1. Chapter 13: European Middle Ages
      - e. Section 1: Charlemagne Unites Germanic Kingdoms
      - f. Section 2: Feudalism in Europe
      - g. Section 3: The Age of Chivalry
      - h. Section 4: The Power of the Church
  - C. (800-1500)
    - 1. Chapter 14: The Formation of Western Europe
      - e. Section 1: Church Reforms and the Crusades
      - f. Section 2: Changes in Medieval Society
      - g. Section 3: England and France Develop
      - h. Section 4: The Hundred Years’ War and the Plague



- D. (800-1500)
  - 1. Chapter 15: Societies and Empires of Africa
    - d. Section 1: North and Central African Societies
    - e. Section 2: West African Civilizations
    - f. Section 3: Eastern City-States and Southern Empires

### **END OF 1<sup>ST</sup> SEMESTER MID-TERM EXAM**

#### **XV. Unit 4: Connecting Hemispheres (500-1800)**

- A. (500-1500)
  - 1. Chapter 16: People and Empires in the Americas
    - e. Section 1: North American Societies
    - f. Section 2: Maya Kings and Cities
    - g. Section 3: The Aztecs Control Central Mexico
    - h. The Inca Create a Mountain Empire
- B. (1300-1600)
  - 1. Chapter 17: European Renaissance and Reformation
    - e. Section 1: Italy: Birthplace of the Renaissance
    - f. Section 2: The Northern Renaissance
    - g. Section 3: Luther Leads the Reformation
    - h. Section 4: The Reformation Continues
- C. (1300-1700)
  - 1. Chapter 18: The Muslim World Expands
    - b. Section 1: The Ottomans Build a Vast Empire
- D. (1400-1800)
  - 1. Chapter 19: An Age of Exploration and Isolation
    - b. Section 1: Europeans Explore the Past
- E. (1492-1800)
  - 1. Chapter 20: The Atlantic World
    - e. Section 1: Spain builds and Empire
    - f. Section 2: European Nations Settle North America
    - g. Section 3: The Atlantic Slave Trade
    - h. Section 4: The Columbian Exchange and Global Trade

#### **XVI. Unit 5: Absolutism to Revolution (1500-1900)**

- A. (1500-1800)
  - 1. Chapter 21: Absolute Monarchs in Europe
    - e. Section 1: Spain's Empire and European Absolutism
    - f. Section 2: The Reign of Louis XIV
    - g. Section 3: Central European Monarchs Clash
    - h. Section 5: Parliament Limits the English Monarchy
- B. (1550-1789)
  - 1. Chapter 22: Enlightenment and Revolution
    - e. Section 1: The Scientific Revolution
    - f. Section 2: The Enlightenment in Europe
    - g. Section 3: The Enlightenment Spreads
    - h. Section 4: The American Revolution
- C. (1789-1815)
  - 1. Chapter 23: The French Revolution and Napoleon
    - f. Section 1: The French Revolution Begins
    - g. Section 2: Revolution Brings Reform and Terror
    - h. Section 3: Napoleon Forges and Empire
    - i. Section 4: Napoleons Empire Collapses
    - j. Section 5: The Congress of Vienna
- D. (1789-1900)
  - 1. Chapter 24: Nationalist Revolutions Sweep the West

- e. Section 1: Latin American Peoples Win Independence
- f. Section 2: Europe Faces Global Revolutions
- g. Section 3: Nationalism
- h. Section 4: Revolutions in the Arts

**XVII. Unit 6: Industrialism, The Race for Empire, and The World at War**

A. (1700-1900)

- 1. Chapter 25: The Industrial Revolution
  - e. Section 1: The Beginnings of Industrialization
  - f. Section 2: Industrialization
  - g. Section 3: Industrialization Spreads
  - h. Section 4: Reforming the Industrial World

B. (1815-1914)

- 1. Chapter 26: An Age of Democracy and Progress
  - e. Section 1: Democratic Reform and Activism
  - f. Section 2: Self-Rule for British Colonies
  - g. Section 3: War and Expansion in the United States
  - h. Section 4: Nineteenth-Century Progress

C. (1850-1914)

- 1. Chapter 27: The Age of Imperialism
  - c. Section 1: The Scramble for Africa
  - d. Section 2: Imperialism

D. (1914-1918)

- 1. Chapter 29: The Great War (WWI)
  - e. Section 1: Marching Toward War
  - f. Section 2: Europe Plunges into War
  - g. Section 3: A Global Conflict
  - h. Section 4: A Flawed Peace

E. (1919-1939)

- 1. Chapter 31: Years of Crises
  - e. Section 1: Postwar Uncertainty
  - f. Section 2: A Worldwide Depression
  - g. Section 3: Fascism Rises in Europe
  - h. Section 4: Aggressors Invade Nations

F. (1939-1945)

- 1. Chapter 32: World War II
  - e. Section 1: Hitler's Lightning War
  - f. Section 2: Japan's Pacific Campaign
  - g. Section 3: The Holocaust
  - h. Section 4: Europe and Japan in Ruins

**END OF 2<sup>ND</sup> SEMESTER FINAL EXAM**

# Course Title: Advanced Placement US Politics and Government

**Department:** Social Studies

**Length:** .5 Credits (1 semester course)

**Textbooks: Primary:** Wilson, James Q. and Dilulio, John J., Jr. *American Government*, eleventh ed., Boston: Houghton Mifflin, 2008.

**Secondary:** Janda, Kenneth et al. *The Challenge of Democracy: American Government in Global Politics*. 12th ed. Boston: Wadsworth, 2012.

Edwards III, George C., et al *Government in America: People Politics, and Policy*. 17th ed. New York: Pearson, 2018

## **Supplemental Texts and Websites:**

- Magleby, David B., et. al. *Government by the People*. 23rd ed. Upper Saddle River, NJ: Prentice Hall, 2009.
- Kollman, Ken, ed. *Readings in American Politics: Analysis and Perspectives*. 2nd ed. New York: W.W. Norton & Company, 2012.
- Woll, Peter, ed. *American Government: Readings and Cases*. 18th ed. New York: Pearson Longman, 2009.
- The Living Room Candidate: [www.livingroomcandidate.org](http://www.livingroomcandidate.org)
- PBS Frontline Archives: <http://www.pbs.org/wgbh/pages/frontline/view/>
- US Supreme Court Media: [www.oyez.org](http://www.oyez.org)
- PEW Research Center: [www.pewresearch.org](http://www.pewresearch.org)
- National Constitution Center: <https://constitutioncenter.org/interactive-constitution>

## **Course Description and Goals**

This course will examine the original elements of American Government with the goal of bringing depth to fundamental concepts and issues in American Government. Students will be expected to use and develop their writing skills while completing course objectives. Class discussions are essential, and are intended to help develop public speaking skills while promoting a healthy environment for public discourse and critical thinking. The Advanced Placement American Government course covers all content required to meet the school district's graduation requirement and provides an in-depth examination of our government that is necessary to be successful on the Advanced Placement examination.

### **Curricular Requirements:**

- CR: The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR2: The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR3: The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR4: The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR5: The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- CR6: The course integrates public policy within each unit.
- CR7: The course addresses the big ideas by connecting enduring understandings across one or more units.
- CR8: The course provides opportunities to analyze and compare political concepts.
- CR9: The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- CR10: The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- CR11: The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.
- CR12: The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- CR13: The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework
- CR14: Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.

- CR15: Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.
- CR16: Students and teachers have access to a college-level U.S. government and politics textbook.

### **Itemized Details of Course Content:**

#### **Unit 1: Foundations of American Democracy and the Constitution**

- This unit focuses on the background of democracy in America, the ratification of the Constitution. At the core of this will be the exploration of the debates regarding the scope and power of governmental authority. You should be able to answer and/or know the following: What is a state, government, political ideology, majority rule, the plurality system, a republic, a democracy, freedom of expression, a federal system (federalism), a confederation, the rule of law, political culture, constitutionalism, legitimacy, Federalists, Anti-Federalists? Why did the Articles of Confederation fail? What were political compromises during the Constitutional Convention? How is separation of powers manifested in the Constitution? What are the formal powers of each branch? How do checks and balances protect from the abuse of power? What are checks and balances and separation of powers? How does judicial review work? What are characteristics of federalism and how are powers shared? To what extent does the Constitution protect liberty and ensure order? How relevant are Constitutional debates in making policy today?

#### **Unit 2: American Political Ideologies and Beliefs**

- This unit analyzes the beliefs that citizens hold about government and their behaviors, how they impact the government's behavior, and shape policies. How and why do we vote the way we do? What is political socialization? What is public opinion and how it is measured? What is the impact of gender, religion, ethnicity, occupation, age, and income on political behavior? What type of information can be gathered from polls and how accurate can it be? How has the US political landscape changed over time? How does the political behavior affect what the government does? How does political ideology shape debates around policy? (CR-4, CR-6, CR7, CR-9)

#### **Unit 3: Political Participation and Linkage Institutions (6.5 weeks) October-November, 2018**

- This unit focuses on ways citizens and groups participate and are connected to government through linkage institutions. The unit will begin by connecting political behavior to voting patterns. Students will then carefully examine how the media, political parties, interest groups impact government and policies. Additionally, students will examine how election laws and rules impact citizen and linkage group participation.
- How do the Constitution and legislation protect voting? What are the models of voting behavior? How does legislation impact voter turnout? What is the mass media and what have its biggest mediums been? What are the consequences of having privately owned media? How and

why does the government regulate the media? What impacts does the media have on shaping public opinion, how citizens gain knowledge of the political system, shaping the electorate and policy making, framing issues, political socialization, and elections? What are the functions of political parties? How do political parties differ from interest groups? How are they organized? How has the two-party system played out through time? What are the consequences of a two-party system? What are the ideologies of the two parties and how have they changed over time? What is realignment? What have trends in party identification been among various racial, ethnic, gender, and socioeconomic groups? What are interest groups and examples of each type? How and where do they access government? What is posited about factions in Federalist 10? What are differences between interest group politics and movement politics? How do interest groups differ from political parties? What are strategies of lobbyists? How does single member voting plurality function? How are candidates nominated for Congress and the President? How does campaigning differ in the House and Senate? What are different types of primaries and their impacts? What is a critical election? How does the electoral college work? How are presidential campaigns run? How do the two parties differ in the nomination process? How has financing campaigns changed through time? What is a critical election?

#### **Unit 4: Interactions Among Branches of Government**

- This unit explores the structure, operating procedures, and technicalities of congress, the presidency, the bureaucracy, and the federal court system Students will analyze the major formal and informal arrangements of power and the relationships among the four institutions. With each sub-topic, students will discuss who holds the power and the struggles for varying balances of power. There will be study on how different national institutions have evolved to possess power and how crises can dramatically change the balance of power within the government.

#### **Unit 5: Civil Rights and Civil Liberties Five weeks and AP Exam Review(April-May, 2019)**

- Through the U.S. Constitution, but primarily through the Bill of Rights and the 14th Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights and from denying equal protection under the law. Sometimes the court has handed down decisions that protect both public order and individual freedom, and at other times the Court has set precedents protecting one at the expense of the other. In this unit, you will closely analyze conflicts of freedom and order.