
HISTORY–SOCIAL STUDIES

Knowledge of history and social studies is a precondition of political intelligence and citizenship. Such knowledge allows a society to share a common memory of where it has been, what its core values are, and what decisions of the past account for present circumstances. It allows the individual to undertake sensible inquiry into the political, social, and moral issues in society. With historical knowledge and the inquiry it supports, students can move to the informed, discriminating citizenship essential to effective participation in the democratic processes of governance and to the fulfillment of democratic ideals.

Through the study of history and social studies, students may acquire the habit of using multiple perspectives to better understand people and events. An understanding of the history of the world’s many cultures can help foster the respect, tolerance, and civic courage required in our increasingly pluralistic society and our increasingly interdependent world.

STANDARDS

In January 2001, the San Diego Unified School District Board of Education formally adopted the state academic standards for history–social science for use in the district. The Board made its decision to ensure clear links to the state assessment and accountability systems, the curriculum adoption process, and state-sponsored professional development. The state history–social science standards are available at the following website:

www.cde.ca.gov/be/st/ss/index.asp

The curriculum developed to guide the study of specific times and places in history is governed by the *History–Social Science Framework for California Public Schools*. The content standards defined in that document provide essential guideposts for student learning across the K–12 history–social studies course of study.

The content standards, however, do not operate in isolation. The following goals are a necessary, integral part of the K–12 history–social studies curriculum:

- Knowledge and Cultural Understanding
 - Historical Literacy
 - Ethical Literacy
 - Cultural Literacy
 - Geographic Literacy
 - Economic Literacy
 - Sociopolitical Literacy
- Democratic Understanding and Civic Values
 - National Identity
 - Constitutional Heritage
 - Civic Values, Rights, and Responsibilities
- Skills Attainment and Social Participation
 - Participation Skills
 - Critical Thinking Skills
 - Basic Study Skills

RACE/HUMAN RELATIONS INSTRUCTION

Instruction in the concepts and skills of race/human relations has been incorporated into the K–12 history–social studies instructional program. This instruction meets the broader goals of history–social studies and the more specific objectives of race/human relations.

EVALUATION

A variety of formal and informal assessment indicators are used throughout the K–12 history–social studies program to determine student performance and progress. These assessments include teacher-designed assessments, publisher’s tests and quizzes, and state examinations.

CONTENTS

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Elementary History–Social Studies Courses, Grades K–3

Districtwide Course Sequence

Grade	Kindergarten	1	2	3
Course Title	Learning and Working Now and Long Ago	A Child’s Place in Time and Space	People Who Make a Difference	Continuity and Change
Major Subtitles	<ul style="list-style-type: none"> • Learning to Work Together • Working Together: Exploring, Creating, and Communicating • Reaching Out to Times Past 	<ul style="list-style-type: none"> • Developing Social Skills and Responsibilities • Expanding Children’s Geographic and Economic Worlds • Developing Awareness of Cultural Diversity, Now and Long Ago 	<ul style="list-style-type: none"> • People Who Supply Our Needs • Our Parents, Grandparents, and Ancestors from Long Ago • People from Many Cultures, Now and Long Ago 	<ul style="list-style-type: none"> • Our Local History: Discovering Our Past and Our Traditions • Our Nation’s History: Meeting People, Ordinary and Extraordinary, through Biography, Story, Folktale, and Legend
K–12 Goals and Curriculum Strands	<ul style="list-style-type: none"> • Knowledge and Cultural Understanding <ul style="list-style-type: none"> – Historical Literacy – Ethical Literacy – Cultural Literacy – Geographic Literacy – Economic Literacy – Sociopolitical Literacy 		<ul style="list-style-type: none"> • Democratic Understanding and Civic Values <ul style="list-style-type: none"> – National Identity – Constitutional Heritage – Civic Values, Rights, and Responsibilities • Skills Attainment and Social Participation <ul style="list-style-type: none"> – Participation Skills – Critical Thinking Skills – Basic Study Skills 	
K–12 History–Social Studies Analysis Skills	<ul style="list-style-type: none"> • Chronological and Spatial Thinking • Research, Evidence, and Point of View • Historical Interpretation 			

Elementary History–Social Studies Courses, Grades 4–6

Districtwide Course Sequence

Grade	4	5	6
Course Titles	California: A Changing State	United States History and Geography: Making a New Nation	World History and Geography: Ancient Civilizations
Major Subtitles	<ul style="list-style-type: none"> • The Physical Setting: California and Beyond • Pre-Columbian Settlements and People • Exploration and Colonial History • Missions, Ranchos, and the Mexican War for Independence • Gold Rush, Statehood, and the Westward Movement • The Period of Rapid Population Growth, Large-scale Agriculture, and Linkage to the Rest of the United States • Modern California: Immigration, Technology, and Cities 	<ul style="list-style-type: none"> • The Land and People Before Columbus • The Age of Exploration • Settling the Colonies <ul style="list-style-type: none"> – Virginia Settlement – Life in New England – The Middle Colonies • Settling the Trans-Appalachian West • The War for Independence • Life in the Young Republic • The New Nation’s Westward Expansion • Linking the Past to the Present: The American People, Then and Now 	<ul style="list-style-type: none"> • Early Humankind and the Development of Human Societies • The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush • The foundation of Western Ideas: The Ancient Hebrews and Greeks • West Meets East: The Early Civilizations of India and China • East Meets West: Rome
K–12 Goals and Curriculum Strands	<ul style="list-style-type: none"> • Knowledge and Cultural Understanding <ul style="list-style-type: none"> – Historical Literacy – Ethical Literacy – Cultural Literacy – Geographic Literacy – Economic Literacy – Sociopolitical Literacy • Democratic Understanding and Civic Values <ul style="list-style-type: none"> – National Identity – Constitutional Heritage – Civic Values, Rights, and Responsibilities • Skills Attainment and Social Participation <ul style="list-style-type: none"> – Participation Skills – Critical Thinking Skills – Basic Study Skills 		
K–12 History–Social Studies Analysis Skills	<ul style="list-style-type: none"> • Chronological and Spatial Thinking • Research, Evidence, and Point of View • Historical Interpretation 		

GRADE K

LEARNING AND WORKING NOW AND LONG AGO

COURSE DESCRIPTION

Students learn to work cooperatively as citizens. They learn to share, take turns, and foster mutual respect for themselves and others. Students learn that history relates to people, events, and places of other times and today. Students explore conflict, values, and explore the day-to-day living of people in the past.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *Our World, Now and Long Ago*, Harcourt, 2007.

GRADE 1

A CHILD'S PLACE IN TIME AND SPACE

COURSE DESCRIPTION

Students continue to work cooperatively as citizens, learning more about their responsibilities to other people. Neighborhoods serve as the canvas of study for geographic and economic education. As knowledge about the interrelationships between people and places increases, so too will studies that connect to the larger world. Units of study focus on the diversity and culture of people living today and long ago. Students are exposed to various cultures, places, and dilemmas of our past and present societies.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *A Child's View*, Harcourt, 2007.

GRADE 2

PEOPLE WHO MAKE A DIFFERENCE

COURSE DESCRIPTION

Students learn about influential people, both past and present, who affect the way we live. Students begin to understand their role as consumers in the economy by examining food production. Lessons are developed with the support of concrete visuals such as maps, charts, and globes to show the interdependence among consumers, producers, processors, and distributors. Students learn about the role geography plays in a region's economic development. Family history is explored to examine diversity

among classmates along with studies about people, ordinary and extraordinary, who have shaped the lives of students today. Biographies, folktales, myths, legends, and stories from many cultures support students' understanding of the role people played in our national and world communities.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *People We Know*, Harcourt, 2007.

GRADE 3

CONTINUITY AND CHANGE

COURSE DESCRIPTION

Students study continuity and change both locally and at the national level. Students examine the history of their local community and the influences geography, people, and cultures have on economic decisions. It is important that students understand why some things change and others remain the same over time. Studies support learning about local and national heroes who make a difference in the world. Students explore local and national holidays and historic figures who have contributed to today's economic world.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *Our Communities*, Harcourt, 2007.

GRADE 4

CALIFORNIA: A CHANGING STATE

COURSE DESCRIPTION

Students learn about the history of California from pre-Columbian times, when Native Americans inhabited the land, to its current status in the world. Students explore a variety of people and cultures that shaped California history, including explorers, padres, Mexicans, women of the time, and immigrants from Asia, Latin America, Africa, and Europe. It is important that students study the daily lives of, and conflicts among, these diverse peoples. Geography lessons focus on the influence that land had on establishing settlements both past and present. Students begin to understand the structures, functions, and powers of local, state, and federal governments.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *California: A Changing State*, Harcourt, 2007.

**GRADE 5
UNITED STATES HISTORY AND
GEOGRAPHY: MAKING A NEW
NATION****COURSE DESCRIPTION**

Students learn about the development of the United States as a nation, with an emphasis on the period up to 1850. Students learn about the creation of a new nation, peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This course focuses on the experiences of different racial, religious, and ethnic groups.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *The United States: Making a New Nation*, Harcourt, 2007.

**GRADE 6
WORLD HISTORY AND GEOGRAPHY:
ANCIENT CIVILIZATIONS****COURSE DESCRIPTION**

Students study those people and events that ushered in the dawn of major Western and non-Western civilizations. Instruction includes an analysis of the impact of geographic, economic, political, religious, and social structures on the developing world. In addition, students study the everyday life of people, as well as ideas that transformed the world. Students study historic major figures, including Hammurabi, Abraham, Moses, David, Pericles, and Asoka, to understand their contributions to early and contemporary societies.

BASIC TEXTS AND TEACHING GUIDES

Burnstein, Shek et al., *World History: Ancient Civilizations*, Holt, Rinehart and Winston, 2006.

Middle-level History–Social Studies Courses (Grades 5–8)

Districtwide* Course Sequence

Grade Level			
5 [†]	6 [†]	7	8
Social Studies 5th (6519)	Social Studies 6th (6520)	World History and Geography 7th (6521)	United States History and Geography 8th (6551)
Student Government 6th–8th (8430)			
<p>K–12 Goals and Curriculum Strands:</p> <ul style="list-style-type: none"> • Knowledge and Cultural Understanding <ul style="list-style-type: none"> – Historical Literacy – Ethical Literacy – Cultural Literacy – Geographical Literacy – Economic Literacy – Sociopolitical Literacy • Democratic Understanding and Civic Values <ul style="list-style-type: none"> – National Identity – Constitutional Heritage – Civic Values, Rights, and Responsibilities • Skills Attainment and Social Participation <ul style="list-style-type: none"> – Participation Skills – Critical Thinking Skills – Basic Study Skills 			
<p>K–12 History–Social Studies Analysis Skills:</p> <ul style="list-style-type: none"> • Chronological and Spatial Thinking • Research, Evidence, and Point of View • Historical Interpretation 			

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are described in *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, PeopleSoft item number 3470.

† For students in grades 5 or 6 at schools that use a secondary-type master schedule.

The following course descriptions are arranged by **grade level**. Refer to the chart above for guidance.

SOCIAL STUDIES 5TH (6519)

Grade level: 5

Prerequisites: None

Course duration: One year

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6519B
- Sheltered: 6519L
- Cluster: 6519C
- Seminar: 6519S
- Collaborative: 6519G

COURSE DESCRIPTION

United States History and Geography: Making a New Nation. Students learn about the development of the United States as a nation, with an emphasis on the period up to 1850. They learn about the creation of a new nation, peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This course focuses on the experiences of different racial, religious, and ethnic groups.

BASIC TEXTS AND TEACHING GUIDES

Porter et al., *The United States: Making a New Nation*, Harcourt, 2007.

SOCIAL STUDIES 6TH (6520)

Grade level: 6

Prerequisites: None

Course duration: One year

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6520B
- Sheltered: 6520L
- Cluster: 6520C
- Seminar: 6520S
- Collaborative: 6520G

Note: Special education students are offered an identical course (7124) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

World History and Geography: Ancient Civilizations. Students study those people and

events that ushered in the dawn of major Western and non-Western civilizations. Instruction includes an analysis of the impact of geographic, economic, political, religious, and social structures on the developing world. In addition, students study the everyday life of people, as well as ideas that transformed the world. Students study historic major figures, including Hammurabi, Abraham, Moses, David, Pericles, and Asoka, to understand their contributions to early societies and their codes of justice and ethics and the rule of law.

BASIC TEXTS AND TEACHING GUIDES

Burnstein, Shek et al., *World History: Ancient Civilizations*, Holt, Rinehart and Winston, 2006.

WORLD HISTORY AND GEOGRAPHY 7TH (6521)

Grade level: 7

Prerequisites: None

Course duration: One year

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6521B
- Sheltered: 6521L
- Cluster: 6521C
- Seminar: 6521S
- French Cluster: 6521A
- Spanish Cluster: 6521D
- Collaborative: 6521G

Note: Special education students are offered an identical course (7750) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

This required course examines the sequence of historical and geographic developments from 500 to 1789. The course locates great civilizations and cultures in time and in place, compares events that were developing concurrently in the world, and investigates the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history.

BASIC TEXTS AND TEACHING GUIDES

Burnstein, Shek et al., *World History: Medieval to Early Modern Times*, Holt, Rinehart and Winston, 2006.

UNITED STATES HISTORY AND GEOGRAPHY 8TH (6551)

Grade level: 8

Prerequisites: None

Course duration: One year

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6551B
- Sheltered: 6551L
- Cluster: 6551C
- Seminar: 6551S
- French Cluster: 6551A
- Spanish Cluster: 6551D
- Collaborative: 6551G

Note: Special education students are offered an identical course (7760) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

This required course examines the sequence of historical and geographic developments in the United States from the framing of the Constitution to World War I (1783–1914). Students examine important periods of history, such as the forming of the nation, the rising conflict of the Civil War, and

the industrialization of the United States. Students research the issues, attitudes, points of view, and motives that helped shape the United States.

BASIC TEXTS AND TEACHING GUIDES

Deverell, White et al., *United States History: Independence to 1914*, Holt, Rinehart and Winston, 2006.

STUDENT GOVERNMENT 6TH–8TH (8430)

Grade level: 6–8

Prerequisites: Local option

Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION

This course affords student body officers guidance, training, and practical experience in student government and democratic leadership.

BASIC TEXTS AND TEACHING GUIDES

None.

Senior High History–Social Studies Courses (Grades 9–12)

Districtwide* Course Sequence

Grade Level			
9	10	11	12
	Modern World History and Geography 1,2 (6605, 6606)[†] World History 1,2 Advanced (6645, 6646) World History 1,2 AP (6639, 6640)	United States History and Geography 1,2 (6701, 6702) United States History and Geography 1,2 Honors (6711, 6712) United States History 1,2 AP (6721, 6722)	Government 1 (6757) Principles of Economics 1 (6758) <i>Microeconomics 1 AP (6841)[§]</i> <i>Macroeconomics 2 AP (6842)</i> American Government in World Affairs (6761)
Global Political and Economic Decisions 1,2 (6649, 6650)		European History 1,2 AP (6759, 6760) <i>Psychology 1,2 AP (6834, 6835)</i>	
			Government and Politics: United States AP (6839) Government and Politics: Comparative AP (6849) Political Science 1,2 (6825, 6826)**
Student Government 9th–12 (8431)			
K–12 Goals and Curriculum Strands: <ul style="list-style-type: none"> • Knowledge and Cultural Understanding <ul style="list-style-type: none"> – Historical Literacy – Ethical Literacy – Cultural Literacy – Geographical Literacy – Economic Literacy – Sociopolitical Literacy 		<ul style="list-style-type: none"> • Democratic Understanding and Civic Values <ul style="list-style-type: none"> – National Identity – Constitutional Heritage – Civic Values, Rights, and Responsibilities • Skills Attainment and Social Participation <ul style="list-style-type: none"> – Participation Skills – Critical Thinking Skills – Basic Study Skills 	
K–12 History–Social Studies Analysis Skills: <ul style="list-style-type: none"> • Chronological and Spatial Thinking • Research, Evidence, and Point of View • Historical Interpretation 			

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are described in *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, PeopleSoft item number 3470.

[†] **Boldface** denotes courses that are currently accepted by the University of California as meeting its **a** (History/Social Science) entrance requirement. However, each district high school seeking recognition by the university of these courses for its students must include the courses on its individual UC-approved list.

[§] *Italics* denote courses that are currently accepted by the University of California as meeting its **g** (college preparatory electives) entrance requirement. However, each district high school seeking recognition by the university of these courses for its students must include the courses on its individual UC-approved list.

** Offered to qualified students as a course of the San Diego Community Colleges. Unless taken as part of a *board-approved* high school–community college partnership agreement, this course does *not* earn units of SDUSD credit; it may be used, however, to fulfill the graduation requirements in government and economics. See *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, for information on high school–community college partnerships.

Courses in Grades 10–12 that Meet SDUSD High School Graduation Requirements for History–Social Studies

Six semester credits required. Grades 9 or 10: two credits in world history or an advanced alternative. Grade 11: two credits in U.S. history or an advanced alternative. Grade 12: one credit in government and one credit in economics, *or* two credits in an advanced alternative.

Grades 9 or 10: World History

Modern World History and Geography 1,2 (P) (6605, 6606)
World History 1,2 Advanced (P) (6645, 6646)
World History 1,2 AP (HP) (6639, 6640)
European History 1,2 AP (HP) (6759, 6760)

Grade 12: Government

Government 1 (P) (6757)
American Government in World Affairs (P) (6761)
Government and Politics: Comparative AP (HP) (6849)
Government and Politics: United States AP (HP) (6839)
Political Science 1 (6825)*
Economics and Finance 2 (0570)†

Grade 11: U.S. History

United States History and Geography 1,2 (P) (6701, 6702)
United States History and Geography 1,2 Honors (HP) (6711, 6712)
United States History 1,2 AP (HP) (6721, 6722)

Grade 12: Economics

Principles of Economics 1 (P) (6758)
Microeconomics 1 AP (HP) (6841)
Macroeconomics 2 AP (HP) (6842)
Political Science 2 (6826)*
Economics and Finance 1 (0569)*
Economics and International Trade 1,2; (1-2) (8629, 8630, 8538)†

* Unless taken as part of a **board-approved** high school–community college partnership agreement, this course does **not** earn units of SDUSD credit; it may be used, however, to fulfill the graduation requirements in government and economics. See *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, for information on high school–community college partnerships.

† This course described in the Career Technical Education section of this publication. **Please note** that this course does **not** currently meet University of California admission requirements.

The following course descriptions are arranged **alphabetically**. Refer to the chart on page SS-9 for guidance.

AMERICAN GOVERNMENT IN WORLD AFFAIRS (6761)

Grade level: 12

Prerequisites: None

Course duration: One semester

Subject area in which graduation credit is given:
U.S. History/ American Government

COURSE DESCRIPTION

College Preparatory Course (P). This is a course in world affairs in which students develop an understanding of American government and its relationship to global concerns. They gain an appreciation for the complexities of international relations and of the role played by geography in shaping world affairs. Students study American foreign policy and its impact on international issues. They learn to compare and contrast the essentials of

the American political and economic system to those of other nations.

BASIC TEXTS AND TEACHING GUIDES

Duncan, *World Politics in the 21st Century*, 2nd ed., Prentice-Hall, 2004.

SUPPLEMENTARY RESOURCES

Roskin, *I.R.: The New World of International Relations*, Prentice-Hall, 2004.

Remy, *United States Government: Democracy in Action*, Glencoe/McGraw-Hill, 2003.

EUROPEAN HISTORY 1,2 AP (6759, 6760)

Grade level: 10–12

Prerequisites: Successful completion of a grade 9 history–social studies course (e.g., Modern World History 1,2 or Global Political and Economic Decisions 1,2) and/or counselor and teacher recommendation

Course duration: Two semesters

Subject area in which graduation credit is given:

History–Social Studies, weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following setting:

- Seminar: 6759S, 6760S

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course provides challenging instruction to students in grades 10–12. The course is organized to help students develop understanding of some of the major themes of European history and an awareness of the consequences of the European contacts with other regions of the world. Emphasis is placed on European history from 1450 to the present. Development and practice of critical-thinking skills and analysis play a major part in course instruction.

This course meets the district’s World History graduation requirement (see chart, page HSS-10).

The course follows the standard syllabus of Advanced Placement European History as specified by the College Board; it prepares students to satisfactorily complete the *Advanced Placement Examination in European History* and to earn college credit.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 6759U, 6760U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Speilvogel, *Western Civilization*, 5th ed., Thompson Learning, 2003.

GLOBAL POLITICAL AND ECONOMIC DECISIONS 1,2 (6649, 6650)

Grade level: 9–10

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

Elective

Options for Instructional Settings: This course may also be taught in the following settings:

- Seminar: 6649S, 6850S

COURSE DESCRIPTION

College Preparatory Course (P). This course examines the development of world political, economic, social, and cultural systems through an intensive study of representative regions and cultural groups. Study is designed to lead students to a greater understanding of contemporary economic and political systems and issues. The course is designed to enable students to develop decision-making and critical-thinking skills, which will help them function effectively and understand the world in which they live.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

GOVERNMENT 1 (6757)

Grade level: 12

Prerequisites: None

Course duration: One semester

Subject area in which graduation credit is given:

U.S. History / American Government

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6757B
- Sheltered: 6757L
- Collaborative: 6757G

Note: Special education students are offered an identical course (7765) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). In Government 1 students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government.

This course focuses on the U.S. Constitution and Bill of Rights, the courts and governmental processes, the legislative and executive branches of government, state and local government, and comparative government.

Government 1 is the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in democratic activities and processes.

BASIC TEXTS AND TEACHING GUIDES

Remy, *United States Government: Democracy in Action*, Glencoe/McGraw-Hill, 2003.

**GOVERNMENT AND POLITICS:
COMPARATIVE AP (6849)**

Grade level: 12

Prerequisites: None

Course duration: One semester

Subject area in which graduation credit is given:

U.S. History/American Government, weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following setting:

- Seminar: 6849S

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course helps students gain a better understanding of the many diverse political systems that exist worldwide and how the American political system fits into the global arena. The course is intended to act as an adjunct to the AP U.S. Government and Politics course (6839), since it has a substantially broader focus.

The course follows the standard syllabi of Advanced Placement Comparative Government and Politics, as specified by the College Board. It prepares students to satisfactorily complete the *Advanced Placement Examination in Government and Politics: Comparative* and to earn college credit.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for 6849U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

**GOVERNMENT AND POLITICS:
UNITED STATES AP (6839)**

Grade level: 12

Prerequisites: None

Course duration: One semester

Subject area in which graduation credit is given:

U.S. History/American Government, weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following settings:

- Seminar: 6839S

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course provides more challenging instruction to students in grade 12 to enable them to meet the mandated requirement in American Government. The course includes an in-depth study of the nature of the American political system, its development over the last two hundred years, and how it works today. The course follows the standard syllabus of Advanced Placement American History as specified by the College Board; it prepares students to satisfactorily complete the *Advanced Placement Examination in Government and Politics: United States* and to earn college credit.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 6839U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Edwards, *Government in America: People, Politics, Power*, 10th ed., Prentice-Hall, 2002.

MACROECONOMICS 2 AP (6842)
MICROECONOMICS 1 AP (6841)

Grade level: 12

Prerequisites: None

Course duration: One semester each

Subject area in which graduation credit is given:

U.S. History/American Government, weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following settings:

- Seminar: 6841S, 6842S

COURSE DESCRIPTION

Honors Preparatory Course (HP). These courses provide challenging instruction to students in grade 12 to enable them to meet the mandated one-semester requirement in economics. The courses enable students to develop essential decision-making skills necessary for dealing with critical issues in their local communities, California, the United States, and in global society.

The courses increase students' understanding of how individuals and groups use their available resources to satisfy basic needs and wants. The microeconomics course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers within the larger economic system. The macroeconomics course gives students a thorough understanding of the principles of economics that apply to an economic system as a whole.

The courses follow the standard syllabi of Advanced Placement Microeconomics and Advanced Placement Macroeconomics as specified by the College Board; they prepare students to satisfactorily complete the *Advanced Placement Examination in Microeconomics* and the *Advanced Placement Examination in Macroeconomics* and to earn college credit.

Note: Students who complete these courses successfully but do not sit for the corresponding AP examinations will receive *unweighted* credit, for courses 6841U or 6842U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

McConnell and Brew, *Economics*, 16th ed., Glencoe, 2005.

MODERN WORLD HISTORY AND GEOGRAPHY 1,2 (6605, 6606)

Grade level: 10

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given: History–Social Studies

Options for Instructional Settings: This course may also be taught in the following settings:

- Sheltered: 6605L, 6606L
- Cluster: 6605C, 6606C
- Seminar: 6605S, 6606S
- Collaborative: 6605G, 6606G

Note: Special education students are offered an identical course (7761, 7762) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). In this course students examine the following strands: history, geography, economics, culture, and ethics. The

course emphasizes national identity, constitutional heritage, and citizenship. It exercises varied study, visual, map/globe, and critical-thinking skills. World history from the late 1700s to the present is explored. The curriculum is designed to increase students' capacity to think analytically and critically.

This course is required of all students at grade 10 except for students electing the advanced alternative.

BASIC TEXTS AND TEACHING GUIDES

Beck et al., *Modern World History: Patterns of Interaction*, McDougal Littell, 2006.

SUPPLEMENTARY RESOURCES

King and Lewinski, *World History*, AGS, 2001.

POLITICAL SCIENCE 1,2 (6825, 6826)

Grade level: 12

Prerequisites: Outstanding achievement in U.S. History 1,2 Advanced Placement or another advanced U.S. history course; *or* outstanding achievement in U.S. History and Geography 1,2 and a world history course and teacher recommendation; counselor recommendation. See Administrative Procedure 4322.

Course duration: Two semesters

Subject area in which graduation credit is given: None, unless taken as part of a *board-approved* high school–community college partnership agreement (see note below); may be used to fulfill Government and Economics graduation requirements. Earns community college credit.

COURSE DESCRIPTION

College Course. This course is offered by the San Diego Community Colleges. Selected high school seniors who have demonstrated high ability in history–social studies may be permitted to enroll. Instructional content or areas of emphasis include:

- *Political Science 1: Introduction to Political Science.* An introduction to the nature and scope of the political science discipline. A survey of the development of political institutions, theories, dynamics, and methods of political analysis.
- *Political Science 2: The Government of the United States.* The origin and development, structure, and operation of the government of the United States—national, state, and local; the political process as it affects the foregoing.

Note: See *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K–12*, for information on high school–community college partnerships.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

PRINCIPLES OF ECONOMICS 1 (6758)

Grade level: 12

Prerequisites: None

Course duration: One semester

Subject area in which graduation credit is given:

U.S. History/American Government

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6758B
- Sheltered: 6758L
- Collaborative: 6758G

Note: Special education students are offered an identical course (7766) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). This one-semester course deepens students' understanding of the economic problems and institutions of the nation and the world. Students learn to make reasoned decisions on economic issues through the study of fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economics.

Principles of Economics also includes the district-approved financial literacy curriculum, which helps students learn the connection between career and income as well as how to file taxes, budget money, and manage bank accounts, credit cards, and credit scores.

BASIC TEXTS AND TEACHING GUIDES

O'Sullivan, *Economics: Principles in Action*, Prentice-Hall, 2003.

PSYCHOLOGY 1,2 AP (6834, 6835)

Grade level: 10–12

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

Elective, weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This two-semester course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. This course prepares students to take the *Advanced Placement Examination in Psychology*.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 6834U, 6835U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Coon, *Introduction to Psychology: Gateways to Mind and Behavior*, 10th ed., Thompson Learning, 2004.

– or –

Myers, *Psychology*, 7th ed., Bedford Freeman & Worth, 2004.

UNITED STATES HISTORY 1,2 AP (6721, 6722)

Grade level: 11

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

U.S. History/American Government, weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6721B, 6722B
- Sheltered: 6721L, 6722L
- Seminar: 6721S, 6722S

COURSE DESCRIPTION

Honors Preparatory Course (HP). The course provides challenging instruction for grade 11 students. It helps students develop critical judgments by encouraging them to read and analyze carefully chosen selections from both secondary and primary sources that explore the ideals, traditions, and institutions of the United States as well as the unity and diversity among American people. Emphasis is given to interpretations of major historical themes and evidence.

The course follows the standard syllabus of Advanced Placement United States History as specified by the College Board; it prepares students to satisfactorily complete the *Advanced Placement Examination in United States History* and to earn college credit.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 6721U, 6722U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Brinkley, *American History: A Survey*, 12th ed., Glencoe, 2007.

UNITED STATES HISTORY AND GEOGRAPHY 1,2 (6701, 6702)

Grade level: 11

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

U.S. History/American Government

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6701B, 6702B
- Sheltered: 6701L, 6702L
- Collaborative: 6701G, 6702G

Note: Special education students are offered an identical course (7763, 7764) that provides access to the core curriculum while allowing for accommodations in the pacing of course content.

COURSE DESCRIPTION

College Preparatory Course (P). This course is required of all grade 11 students except those electing an advanced alternative.

In the course students examine major turning points in American history in the twentieth century. The course begins with a review of U.S. history with an emphasis on the nation's beginnings and the industrial transformation of the new nation.

Students then study the Progressive Era, American participation in World War I and World War II, the Great Depression, and national issues in the post-World War II era. They will also examine elements of culture, including religion, literature, drama, art, music, education, and the role of media.

This course emphasizes the relevance of history to students' daily lives and helps them understand how the ideas and events of the past shape the institutions and debates of contemporary America.

BASIC TEXTS AND TEACHING GUIDES

Danzer et al., *The Americans: Reconstruction to the 21st Century*, McDougal Littell, 2006.

Sheltered text: Napp, *United States History*, AGS 2001.

UNITED STATES HISTORY AND GEOGRAPHY 1,2 HONORS (6711, 6712)

Grade level: 11

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

U.S. History/American Government, weighted

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 6711C, 6712C
- Seminar: 6711S, 6712S

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for the rigorous study of U.S. history and geography. The content includes a study of American history from the late nineteenth century to the present, with major emphasis on the development of American ideals and institutions. Students examine important issues and historical forces that have shaped the nation, including race, gender, politics, economics, foreign policy, culture, and the environment. Original documentary sources are used to supplement the text and enrich the student's experience. Research techniques are taught. All students must pass an end-of-course examination.

BASIC TEXTS AND TEACHING GUIDES

Norton, Katzman, Blight, et al., *A People and a Nation*, 8th ed., McDougal Littell, 2008.

WORLD HISTORY 1,2 ADVANCED (6645, 6646)

Grade level: 10

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:
History–Social Studies

Options for Instructional Settings: This course may also be taught in the following settings:

- Bilingual: 6645B, 6646B
- Sheltered: 6645L, 6646L
- Cluster: 6645C, 6646C
- Seminar: 6645S, 6646S

COURSE DESCRIPTION

College Preparatory Course (P). This course provides an in-depth study of world history from the rise of democratic ideas to the contemporary world. Students develop advanced skills in analyzing historical, cultural, social, economic, and geographical issues in a global context. Students explore connections between local, national, and global issues. The course culminates with a critical examination of the problems of the modern world.

BASIC TEXTS AND TEACHING GUIDES

Spielvogel, *World History: Modern Times*, Glencoe, 2006.

WORLD HISTORY 1-2 AP (6639, 6640)

Grade level: 10

Prerequisites: Successful completion of a grade 9 history–social studies course (e.g., Modern World History 1,2 or Global Political and Economic Decisions 1,2) and/or counselor and teacher recommendation

Course duration: Year course

Subject area in which graduation credit is given:
History–Social Studies, weighted (see note below)

Options for Instructional Settings: This course may also be taught in the following settings:

- Seminar: 6639S, 6640S

COURSE DESCRIPTION

Honors Preparatory Course (HP). World History Advanced Placement is a year course that is broader and more rigorous than the World History 1,2 Advanced course (6645, 6646). This course emphasizes cross-cultural and cross-period global processes and relationships over the traditional chronological approach so that students gain historical perspective on a global array of civilizations, not just Western ones. Students enrolled in this course will be prepared to take the AP World History examination.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 6639U, 6640U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Bulliet, *The Earth and Its Peoples: A Global History*, 4th ed., McDougal Littell, 2008.

STUDENT GOVERNMENT 9TH–12TH (8431)

Grade level: 9–12

Prerequisites: Local option

Course duration: One or two semesters; may be repeated for credit

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

This course affords student body officers guidance, training, and practical experience in student government and democratic leadership.

BASIC TEXTS AND TEACHING GUIDES

None.

Special Education History–Social Studies Courses (Grades 5–12)

Districtwide Course Sequence

		Grade Level			
Middle School		5*	6*	7	8
		Functional Social Studies 5th (7120)	Functional Social Studies 6th–8th (7122)		
				Applied World History 7th (7350)	Applied U.S. History 8th (7351)
High School		9	10	11	12
		Functional Social Studies 9th–12th (7123)			
		Applied World History and Geography 1,2 (7355, 7356)		Applied U.S. History and Geography 1,2 (7357, 7358) Applied Government 1 (7359) Applied Economics 1 (7360)	

* For middle school students in grades 5 or 6.

The following course descriptions are arranged **alphabetically**. Refer to the chart above for guidance.

APPLIED ECONOMICS 1 (7360)

Grade level: 11–12

Prerequisites: None

Course duration: One-semester course

Subject area in which graduation credit is given:

Elective

COURSE DESCRIPTION

This course teaches core curriculum concepts. It covers basics of economics from a personal budget to national spending with its resulting taxation and societal implications.

Students analyze the difference between needs and wants and develop a personal budget to demonstrate economic abundance and scarcity. Students analyze both how they have made economic decisions in the past and how decision making can be improved. The course covers

principles of saving; charts are developed analyzing the difference among credit unions, banks, and savings and loans for investing savings. The differences between simple and compound interest are demonstrated through calculating paying for a car using each type of financing. Comparisons are made between students’ personal budgets balancing needs and wants with the same issues a business, city, or nation faces and choices leaders must make. Graphic/pictorial representation of the relationship between a government’s spending and taxation is developed.

BASIC TEXTS AND TEACHING GUIDES

Economics: Today and Tomorrow, Glencoe/McGraw-Hill, 2008.

APPLIED GOVERNMENT 1 (7359)

Grade level: 11–12

Prerequisites: None

Course duration: One-semester course

Subject area in which graduation credit is given:

Elective; this course teaches core curriculum concepts but does not meet district standards for a diploma.

COURSE DESCRIPTION

This covers the basic structure of a three-part federal government, the responsibilities of each branch, the checks and balances inherent in the Constitution, and the individual rights and responsibilities of citizens.

Students develop pictorial representations of the seven articles of the Constitution and the 10 amendments of the Bill of Rights. They develop a visual organizer or other pictorial representation of the three branches of government and demonstrate an understanding of the check and balance system they form. Students identify and discuss their own rights and responsibilities as citizens, as well as the dignity and worth of all citizens. Students reflect on how their own political beliefs and attitudes were acquired from family, friends, and school.

BASIC TEXTS AND TEACHING GUIDES

Civics Today: Citizenship, Economics, and You, Glencoe/McGraw-Hill, 2008.

APPLIED U.S. HISTORY 8TH (7351)

Grade level: 8

Prerequisites: None

Course duration: Year course; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

This course covers major events, people, and themes in the development of the American nation from the development of the Constitution to World War I (1783–1914). The course is taught with student individual and group participation to develop concepts and products.

Students identify the new nation, westward expansion, and Union and Confederacy on maps and globe. They produce pictorial representations of the Constitution and articles of the Bill of Rights, illustrating their understanding of freedoms guaranteed to all Americans. They develop timelines and other graphic and pictorial representations and charts demonstrating the establishment of the United States as a sovereign nation, the westward expansion, and the causes and major events of the Civil War. They develop comparison charts to represent the ideas of

Jefferson and Hamilton and to contrast Union and Confederacy resources, technology, industry, and lifestyle.

BASIC TEXTS AND TEACHING GUIDES

Langston, *Explore United States History*, Ballard & Tighe, 1998.

Monk, *Ordinary Americans*, Close Up Publishing, 1994.

Core literature for check-out at IMC. Teaching guides are available for check-out at the IMC for the following core literature titles:

Shh! We're Writing the Constitution

My Brother Sam Is Dead

Pecos Bill

Charley Skedaddle

APPLIED U.S. HISTORY AND GEOGRAPHY 1,2 (7357, 7358)

Grade level: 11–12

Prerequisites: None

Course duration: Two semesters

Subject area in which graduation credit is given:

Elective; this course teaches core curriculum concepts but does not meet district standards for a diploma.

COURSE DESCRIPTION

The course briefly reviews U.S. history prior to 1900, then moves forward to cover the rise of industrialism, events leading to World War II, and changing cultural elements including inventions, scientific developments, drama, art, music, and the media.

BASIC TEXTS AND TEACHING GUIDES

American History, McDougal Littell, 2008.

Geography of the United States (student text and Teacher Answer Key), AGS.

APPLIED WORLD HISTORY 7TH (7350)

Grade level: 7

Prerequisites: None

Course duration: Year course; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

This course covers major world civilizations from 500 to 1789 C.E., including identification of geographic locations on maps and globes, form(s) of government, religions, scientific developments, major art forms, and symbolic representations.

Students develop timelines comparing events, the arts, and scientific developments as they occurred simultaneously in various parts of the world.

BASIC TEXTS AND TEACHING GUIDES

Stathis, *Explore World History*, Ballard & Tighe, 1999.

Core literature for check-out at IMC. Teaching guides are available for check-out at the IMC for the following core literature titles:

Sadako and the Thousand Paper Cranes

World Myths and Legends: Regional American

APPLIED WORLD HISTORY AND GEOGRAPHY 1,2 (7355, 7356)

Grade level: 9 or 10

Prerequisites: None

Course duration: One-year course

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

This course covers world history from the late 1700s to the present. Students work individually or in interactive groups to locate major countries and empires, colonies of major powers, and immigration patterns on maps and globes. They produce charts, pictorial timelines, visual representations, and maps of major world events through WWI.

BASIC TEXTS AND TEACHING GUIDES

World History: Journey Across Time,
Glencoe/McGraw-Hill, 2008.

FUNCTIONAL SOCIAL STUDIES 5TH (7120)

Grade level: 5

Prerequisites: None

Course duration: Semester course; multiple credit allowed

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

In this course students develop age-appropriate, individualized history–social studies skills within the context of the California alternate standards for students with moderate/severe disabilities. Functional history–social studies activities address scheduling and day planning, social skills and interpersonal relationships, vocational education, current events and media use, person-centered planning, and community-based instruction. A variety of high- and low-tech individual adaptations may be utilized in order for the student to access the content area. Generalization of functional history–social studies skills across school, home and community environments is the desired outcome to maximize the student’s independence and participation on all aspects of life.

BASIC TEXTS AND TEACHING GUIDES

Functional Social Studies materials kit.

Thematic Modules, San Diego City Schools, 2000.

FUNCTIONAL SOCIAL STUDIES 6TH–8TH (7122)

Grade level: 6–8

Prerequisites: None

Course duration: Multisemester course

Subject area in which graduation credit is given: Does not apply

COURSE DESCRIPTION

Students develop age-appropriate, individualized social studies skills within the context of the California Standards for Students with Severe Disabilities, from which IEP goals can be developed in the areas of economics, geography, and history. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content areas. Adaptations may be multi-sensory and multi-modality in nature.

Skills include being aware of respectful social relationships, appropriate conflict management strategies, using money, participating in vocational opportunities, traveling within environments, and using calendars and schedules. Activities include participating in related adapted thematic literature units, participating in content area within the regular

education school curriculum, and applying the skills within the school and neighborhood communities. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES

Functional Social Studies 6th–8th materials kit.
Thematic Modules, San Diego City Schools, 2000.

FUNCTIONAL SOCIAL STUDIES 9TH-12TH (7123)

Grade level: 9–12

Prerequisites: None

Course duration: Multisemester course

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

Students develop age-appropriate, individualized social studies skills within the context of the

California Standards for Students with Severe Disabilities, from which IEP goals can be developed in the areas of civics, economics, geography, and history. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content areas. Adaptations may be multi-sensory and multi-modality in nature.

Skills include being aware of respectful social relationships, appropriate conflict management strategies, using money, participating in vocational opportunities, traveling within environments, and using calendars and schedules. Activities include participating in related adapted thematic literature units, participating in content area within the regular education school curriculum, and applying the skills within the school and neighborhood communities. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES

Functional Social Studies 9th–12th materials kit.
Thematic Modules, San Diego City Schools, 2000.