

History-Social Science Courses & Standards

All history-social science courses address the Creekside's Expected School Learning Results (ESLRs) with an emphasis on *Effective Communicators, Strategic Thinkers and Contributing 21st Century Citizens*.

The *History-Social Science Content Standards for California, Kindergarten Through Grade Twelve*, emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. These standards require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. Students will learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas. The standards emphasize the use of biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past to foster students' understanding of historical events by revealing the ideas, values, fears, and dreams of the people associated with them. The standards also emphasize the importance of enriching the study of history through the use of literature; both from and about the period being studied. Mastery of these standards will ensure that students not only know the facts, but also understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come.

History and Social Science Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades ten through twelve. They are to be assessed only in conjunction with the content standard. In addition to the content standards, students demonstrate the following intellectual, reasoning, reflection, and research skills.

- ✓ Chronological and Spatial Thinking (1, 2, 3, and 4)*
- ✓ Historical Research, Evidence, and Point of View (1, 2, 3, and 4)*
- ✓ Historical Interpretation (1, 2, 3, 4, 5, and 6)

World History, Cultures and Geography: The Modern World A/B World Geography and Culture A/B (Two Semester/10 Credit Course) Grade Ten

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Course Goals and Objectives

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western Political Thought. (10.1.1/.2 and .3)*
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. (10.2.1/.2/.3/.4 and .5)*
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. (10.3.1/.2/.3/.4/.5/.6 and .7)*
- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. (10.4.1/.2/.3 and .4)*
- 10.5 Students analyze the cause and course of the First World War. (10.5.1/.2/.3/.4 and .5)*
- 10.6 Students analyze the effects of the First World War. (10.6.1/.2/.3 and .4)*
- 10.7 Students analyze the rise of totalitarian governments after World War I. (10.7.1/.2 and .3)*
- 10.8 Students analyze the causes and consequences of World War II. (10.8.1/.2/.3/.4/.5 and .6)*
- 10.9 Students analyze the international developments in the post-World War II world. (10.9.1/.2/.3/.4/.5/.6 and .7)*
- 10.10 Students analyze instances of nation building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico, and other parts of Latin America, and China. (10.10.1/.2 and .3)*
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers)*.

Note: See History-Social Science Content Standards for California Public Schools, Kindergarten through Grade Twelve for course Guidelines & Goals.

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United States History and Geography A/B USH A/B (Two Semester/10 Credit Course) Grade Eleven

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on the educated citizenry for their preservation and protection.

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. (11.1.1/.2/.3 and .4)*
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. (11.2.1/.2/.3/.4/.5/.6/.7/.8 and .9)*
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. (11.3.1/.2/.3/.4 and .5)*
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. (11.4.1/.2, .3/.4/.5 and .6)*
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. (11.5.1/.2/.3/.4/.5/.6 and .7)*
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. (11.6.1/.2/.3/.4 and .5)*
- 11.7 Students analyze America's participation in World War II. (11.7.1/.2/.3/.4/.5/.6/.7 and .8)*
- 11.8 Students analyze the economic boom and social transformation of post-World War II America. (11.8.1/.2/.3/.4/.5/.6, .7 and .8)*
- 11.9 Students analyze U.S. foreign policy since World War II. (11.9.1/.2/.3/.4/.5/.6 and .7)*
- 11.10 Students analyze the development of federal civil rights and voting rights. (11.10.1/.2/.3/.4, .5/.6 and .7)*
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. (11.11.1/.2/.3/.4, .5/.6 and .7)*

American Democracy American Government/Political Science (One Semester/5 Credit Course) Grade Twelve

Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among the federal, state and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. (One semester/5 credits course)

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. (12.1.1/.2/.3/.4/.5 and .6)*
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. (12.2.1/.2/.3/.4/.5 and .6)*

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- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government)*, their interdependence, and the meaning and importance of those values and principles of a free society. (12.3.1/.2/.3 and .4)*
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. (12.4.1/.2/.3/.4/.5 and .6)*
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. (12.5.1/.2/.3 and .4)*
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. (12.6.1/.2/.3/.4/.5 and .6)*
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. (12.7.1/.2/.3/.4/.5/.6/.7 and .8)*
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life. (12.8.1/.2 and .3)*
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles. (12.9.1/.2/.3/.4/.5/.6/.7 and .8)*
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

American Economics Economics (One Semester/5 Credit Course) Grade Twelve

Principles of American Economics

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historical context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

- 12.1 Students understand common economic terms and concepts and economic reasoning. (12.1.1/.2/.3/.4/.5 and .6)*
- 12.2 Students analyze the elements of America's market economy in a global setting. (12.2.1/.2/.3/.4/.5/.6/.7/.8/.9 and .10)*
- 12.3 Students analyze the influence of the American government on the American economy. (12.3.1/.2/.3 and .4)*
- 12.4 Students analyze the elements of the U.S. labor market in a global setting. (12.4.1/.2/.3 and .4)*
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy. (12.5.1/.2 and .3)*
- 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders. (12.6.1/.2/.3 and .4)*

Current Issues (One Semester/5 Credit Course)

Current Issues is a course in which students have discussion on current issues topics while integrating key social science concepts. Students come face-to-face with hot topics our nation faces in a pro-con format that stimulates discussion and helps students to appreciate different points of view. Students develop essential thinking skills that not only serve the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation. Participation in society requires solid reading and writing competencies. Through reading and writing students share perspectives on enduring questions, understand how to impart essential information, and even obtain a glimpse of human motivation. The ability to express ideas cogently and to construct valid and truthful arguments is important and needs to be developed in the context of a rich, substantive content. This course ensures that students enter the worlds of higher education and the workplace armed with the tools they need to be literate, confident 21st Century Citizens (ESLR).

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