

SOCIAL SCIENCE COURSE DESCRIPTIONS

Advanced Placement Economics

UC/CSU: g

NCAA: yes

Placement Guidelines: Grades 12

This is an advanced Economics course at the college level. It is designed for the student who is working above grade level and is equivalent to an introductory college course in economics. This course prepares students to gain college credit through the Advanced Placement Exam. Course content is dictated by College Board's Advanced Placement course requirements and by District and state standards and includes both macroeconomics and microeconomics. The material included in the course descriptions and in the two examinations has been selected by economists who serve as members of the AP Development Committee in Economics. In establishing the courses and examinations, the Committee surveyed the economics departments of the 200 institutions receiving the most AP grades in economics. Using the information obtained about the content of typical introductory college courses, the Committee developed the course outline and had the multiple-choice questions covering the outline pre-tested on college students enrolled in the appropriate economics courses. The AP course descriptions and examinations are thus representative of college courses and are, therefore, considered appropriate for the measurement of skills and knowledge in the fields of introductory microeconomics and macroeconomics. The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The following topics and aspects may be explored:

1. Basic economic concepts
2. The nature and functions of product markets
3. Factor markets
4. Efficiency, equity, and the role of government

Economics AP The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. The following are topics and aspects that may be explored:

1. Basic economic concepts
2. Measurement of economic performance
3. National income and price determination
4. Economic growth
5. International finance, exchange rates, and balance of payments

Economics H

UC/CSU: g

NCAA: yes

Placement Guidelines: Grades 12

Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principals of micro- and macroeconomics, international economics, comparative economics systems, measurement, and methods.

Economics

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NCAA: yes

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Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods. This course will develop economic literacy students must understand the basic economic problems confronting all societies, understand comparative economic systems, understand the basic economic goals, performance, and problems of our society, and understand the international economic system.

Advanced Placement US Government and Politics

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 12

The Advanced Placement Course in US Government and Politics is designed to give students a critical perspective on politics and government. This course includes both general concepts and relevant case studies for the purpose of interpreting politics and government in a critical way. It will also require an understanding of the institutions, groups, people, beliefs, and ideas that make up the past and current US political system. At the conclusion of the course, students will have the opportunity to take the Advanced Placement Examination in the hopes of receiving college credit for this course.

US Government (American Democracy)

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 12

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 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.

US History Advanced Placement

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 11

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials (their relevance to a given interpretive problem, their reliability, and their importance) and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

US History

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 11

The History-Social Science course of study is a guide to the eras and civilizations to study. 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. It is possible to spend a lifetime studying history and not learn about every significant historical event; no one can know everything. However, the State Board hopes that during their years of formal schooling, 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. To have an understanding of why the United States is as it is today, one must understand what we were like in the past. To understand present day social, cultural, and legal questions, one must have an understanding of what questions prompted discussion and change in the past. To have an understanding of the twentieth and twenty-first century America, one needs to understand the nineteenth century, with its pivotal war, the Civil War. To be an informed citizen, one must understand the political system we have in the United States.

European History Advanced Placement

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 10-12

The study of European history since 1450 Common Era (CE) introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic exposure to the factual narrative, the goals of the Advance Placement (AP) European History course are to develop (a) an understanding of the principal themes in modern European history; (b) the ability to analyze historical evidence; and (c) the ability to express that understanding and analysis effectively in writing. This course includes history both as content and as methodology. Emphasis is placed on students developing intellectual and academic skills including (1) effective analysis of such primary

sources as documents, maps, statistics, and pictorial and graphic evidence; (2) effective note taking; (3) clear and precise written expression; and (4) the ability to weigh evidence and reach conclusions on the basis of facts. AP European History is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The Advanced Placement curriculum demands higher-order thinking skills within rigorous academic context. In addition to the course content, this course is specifically designed to enhance students' analytical reading and writing skills.

Human Geography Advanced Placement

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 9-12

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. AP Human Geography will be a year-long course offered primarily to freshmen and sophomores. Freshmen who take AP Human Geography will be encouraged to meet their world history requirement by taking AP European History or Honors World History their sophomore year. AP Human Geography is anticipated as a critical component of Chino Hills High's attempts to expand the reach of AP course offerings to a broader swath of students.

World History, Culture, and Geography: The Modern World

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 9

Students in grade nine or 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 world 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. To be an informed citizen in today's United States, one must be aware of the world that we live in and the events that shaped today's world. As citizens of the twenty-first century our students will be more international than national, and as a result will need to understand where the United States fits in and how we are perceived by other nations. To do this one must be aware of the history of the twentieth century where we went from being one of a few world powers, to being the only superpower. To do this one must be aware of the history of the twentieth century where we went from an agricultural-industrial nation to a post-industrial nation.

World History, Culture, and Geography: The Modern World Honors

UC/CSU: a

NCAA: yes

Placement Guidelines: Grades 9

Students in grade nine or 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 world 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. The honors course is differentiated from the non-honors course in that the expectations are more rigorous and the students are prescreened before being placed in the course. The course expectations differ from the non-honors course in that the students are expected to be ready for working at higher critical levels. There is a greater depth as opposed to a greater breadth. This will be seen in the classroom conversations, the class work, the homework, and the long term group/individual assignments. The students will be pre-screened by the counselors for eligibility, based upon previous grades, commitment, standardized test scores, aptitude, work samples and teacher recommendations.