

# h Guidelines for Standards-Based Instruction

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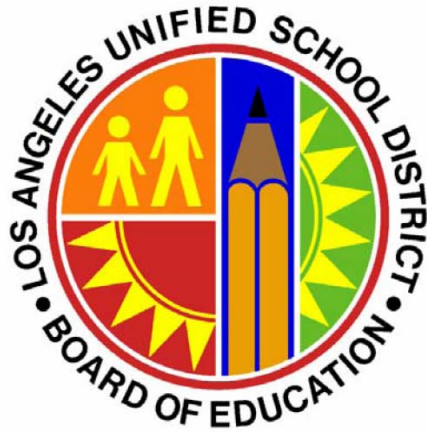
Secondary  
History/Social Science  
Grades 6 - 12

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**Secondary Instructional Support Services**  
Secondary History/Social Science Branch  
Publication No. SC-863.20 (Revised July, 2008)







Los Angeles Unified School District  
Instructional Support Services, Secondary  
Secondary History/Social Science Branch

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Los Angeles Unified School District  
History/Social Science Branch

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## Foreword

The *Guidelines for Standards-Based Instruction in Secondary History/Social Science, 2008 Edition*, provides a directory of courses adopted by the Los Angeles Unified School District for students in grades 6-12. It is designed to communicate to stakeholders—students, parents, school personnel and community representatives—the History/Social Science content and skills students should master by the end of each grade level and course. It includes standards, descriptions, prerequisites, academic outcomes, course codes, syllabi, required assessments, and recommended instructional resources to meet the needs of diverse learners. As such, it is a comprehensive resource for implementation of and access to a rigorous standards-based secondary History/Social Science curriculum that meets the District’s A through G graduation requirements and provides a gateway to multiple post-secondary options.

In 2001, the California Department of Education adopted the *History/Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve*; this document, revised in 2007, established a curricular platform for instruction and assessment, state-wide. The subsequent Board adoption of content standards for History/Social Science supported state and national efforts to improve student achievement. In 2001 the federal government reauthorized the *No Child Left Behind Act* and in 2003, the State Board of Education required that the class of 2006 to pass the California High School Exit Examination to receive a diploma. Consequently, the District’s secondary History/Social Science curricula, teaching and learning methodology, instructional resources, textbooks, assessments, and related resources now align to current accountabilities and to the academic demands of the 21<sup>st</sup> century.

The *History/Social Science Guidelines for Standards-Based Instruction, 2008* reflects a philosophy of teaching and learning that is consistent with current research, best practices and national and state accountabilities. It also reflects the changing needs of students and society and supports what students need to know and be able to do to meet the challenges of the evolving global community of the 21<sup>st</sup> century.

David L. Brewer III  
*Superintendent*

  
Herman Clay,  
*Director, Secondary History/Social Science*

Los Angeles Unified School District  
History/Social Science Branch

## **Acknowledgements, 2008 Edition**

The grade level scope and sequence of the courses in this 2008 edition of the *Guidelines for Standards-Based Instruction in History/Social Science* are the result of the collective expertise of the LAUSD Secondary History/Social Science Team.

The District extends its gratitude to the following:

Ray Aubele, David Bernier, Alfee Enciso, Elaina Garza, James Harris, Kieley Jackson, Sandra Line, Michael Reed, Michael Sabin, and Paul Valanis under the leadership of Herman Clay, Director, History and Social Science, Secondary.



Los Angeles Unified School District  
History/Social Science Branch

**HISTORY/SOCIAL SCIENCE  
LIST OF COURSES  
MIDDLE SCHOOL  
GRADES 6 - 8**

<b>Course Number</b>	<b>Title</b>	<b>Abbreviation</b>	<b>Grade Level</b>	<b>Page(s)</b>
<b>CORE COURSES</b>				
370121	World History and Geography: Ancient Civilizations 6A	WLD HIST/GEO: ANC CIV 6A	6	11-13
370122	World History and Geography: Ancient Civilizations 6B	WLD HIST/GEO: ANC CIV 6B	6	
370123	World History and Geography Medieval and Early Modern Times 7A	WLD HIST/GEO: MED/MOD 7A	7	14-16
370124	World History and Geography Medieval and Early Modern Times 7B	WLD HIST/GEO: MED/MOD 7B	7	
370125	United States History and Geography: Growth and Conflict 8A	US HIS/GEO: GROWTH & CONF 8A	8	17-19
370126	United States History and Geography: Growth and Conflict 8B	US HIS/GEO: GROWTH & CONF 8B	8	
<b>ELECTIVE COURSES</b>				
370113	Our Global World	OUR GLOBAL WRLD	6-8	
370115	Our World and Our Place A	OUR WLD/PLACE A	6	
370116	Our World and Our Place B	OUR WLD/PLACE B	6	
370117	Exploratory Global World	EXPL GLOBL WLD	6-8	
370703	American Intercultural Heritage	AM INTER HER	8-12	
370731	Latin American Pre-Colombian History	LATIN AM PRE- COLO	6-8	
370801	Youth and Law	YOUTH LAW	8-12	
370803	Youth and Administration of Justice	YOU ADM JUS	8-12	
370903	Consumer Economics and Law	CON ECON LAW	8-12	

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**HISTORY/SOCIAL SCIENCE  
LIST OF COURSES  
SENIOR HIGH SCHOOL  
GRADES 9 -12**

Course Number	Title	Abbreviation	Grade Level	Page(s)	
<b>CORE A REQUIREMENT COURSES</b>					
370127	World History, Culture and Geography: The Modern World A	WLD HIS/GEO: MOD WLD A	10	29-31	
370128	World History, Culture and Geography: The Modern World B	WLD HIS/GEO: MOD WLD B	10		
370129	United States History and Geography: Continuity and Change in the Twentieth Century A	US HIST/GEO: 20TH Cent A	11	32-34	
370130	United States History and Geography: Continuity and Change in the Twentieth Century B	US HIST/GEO: 20TH Cent B	11		
370603	Principles of American Democracy	PRIN AM DEMOCR	12	35-37	
370905	Economics	ECON	12	38-39	
<b>Advanced Placement Year-Long Courses</b>					
370111	Advanced Placement American History A	AP AM HIST A	11	51	
370112	Advanced Placement American History B	AP AM HIST B	11		
370131	Advanced Placement Modern World A	AP MOD WLD A	11	52	
370133	Advanced Placement World History A	AP WLD HIST A	9-12		
370134	Advanced Placement World History B	AP WLD HIST B	9-12	53	
370605	Advanced Placement American Government and Politics	AP AM GOVT POL	11-12		
370906	Adv. Placement Microeconomics	AP MICROECON	11-12	54	
370907	Adv. Placement Macroeconomics	AP MACROECON	11-12	55	
371003	Adv. Placement Comparative Government	AP COMP GOVT	12	56	
<b>A REQUIREMENT ELECTIVE COURSES</b>					
370303	Ancient Civilizations	ANCT CIVL	9-12		
370201	Geography A	GEOG A	9-12		
370202	Geography B	GEOG B	9-12		
370307	Modern Europe	MOD EUR	9-12		
370707	Asian Studies	ASIAN STUDIES	10-12		
370711	History Middle East	HIST MID EAST	10-12		
370713	Latin American Studies	LAT AM STUDIES	9-12		
370715	Mexican American Studies	MEX AM STUDIES	9-12		
<b>Advanced Placement Year-Long Courses</b>					
370301	Advanced Placement European History A	AP EUR HIS A	11-12		57
370302	Advanced Placement European History B	AP EUR HIS B	11-12		
370205	Advanced Placement Human Geography A	AP HUMAN GEO A	9-12	58	
370206	Advanced Placement Human Geography B	AP HUMAN GEO B	9-12		

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**G REQUIREMENT ELECTIVE COURSES**

370309	Women in History	WOMEN IN HIST	9-12
370401	Introduction to Anthropology	INTRO ANTHRO	11-12
370403	Introduction to Psychology	INTRO PSYCH	10-12
370405	Introduction to Sociology	INTRO SOCIO	11-12
370409	Philosophy A	PHILOSOPHY A	10-12
370410	Philosophy B	PHILOSOPHY B	10-12
370701	African-American History	AFRO-AM HIST	10-12
370705	American Indian Studies	AM IND STUDIES	9-12
370813	Government Laboratory Politics and Procedures	GOV LAB POL/PROCED	11
370815	Constitutional Law A	CONST LAW A	11-12
370816	Constitutional Law B	CONST LAW B	11-12
370901	Applied Economics	APPL ECON	11-12
371001	International Relations	INTL RELATIONS	11-12
<b>Advanced Placement Year-Long Courses</b>			
370417	Advanced Placement Psychology A	AP PSYCH A	11-12
370418	Advanced Placement Psychology B	AP PSYCH B	11-12

**SEQUENCE OF HISTORY/SOCIAL SCIENCE COURSES  
 MIDDLE SCHOOL  
 GRADES 6-8**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Required Year-Long Core Courses</b>	World History and Geography: Ancient Civilizations 6 AB	World History and Geography: Medieval and Early Modern Times 7AB	United States History and Geography: Growth and Conflict 8AB
<b>Elective Courses</b>	Our World and Our Place AB  Exploratory Global World	Exploratory Global World	Exploratory Global World American Intercultural Heritage Youth and Law Youth and the Administration of Justice Consumer Economics and Law

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**SEQUENCE OF HISTORY/SOCIAL SCIENCE COURSES**  
**SENIOR HIGH SCHOOL**  
**GRADES 9-12**

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>A Requirement Core Courses</b>	<p>World History, Culture, and Geography: The Modern World 10AB (Two-semester required course)</p> <p>Advanced Placement World History AB</p>	<p>United States History and Geography: Continuity and Change in the Twentieth Century 11AB (Two-semester course)</p> <p>Advanced Placement American History AB may be used to meet the above requirement</p>	<p>Principles of American Democracy (One-semester required course)</p> <p>Economics (One-semester required course)</p> <p>A P American Government and Politics, AP European History AB, AP Micro-economics, AP Macro-economics, and AP Comparative Government and Politics may be used to meet the above requirements.</p>
<b>A Requirement Elective Courses</b>	<p>Geography AB, Ancient Civilization, Modern Europe, Asian Studies, History of Mid-East,</p>	<p>Geography AB, Ancient Civilization, Modern Europe, AP European History AB Asian Studies, History of Mid-East</p>	<p>Geography AB, Ancient Civilization, Modern Europe, Asian Studies, History of Mid-East</p>
<b>G Requirement Elective Courses</b>	<p>Women In History, American Independent Studies, , Intro to Psychology, Philosophy AB, Afro American History,</p>	<p>Women In History, American Independent Studies, Intro to Psychology, Philosophy AB, Afro American History, Intro to Anthropology, Intro to Sociology, AP Psychology AB, Gov LAB Politics and Procedures, Constitutional Law AB, Applied Economics, AP Microeconomics, AP Macroeconomics, International Relations,</p>	<p>Women In History, American Independent Studies, Intro to Psychology, Philosophy AB, Afro American History, Intro to Anthropology, Intro to Sociology, AP Psychology AB, Gov LAB Politics and Procedures, Constitutional Law AB, Applied Economics, AP Microeconomics, AP Macroeconomics, International Relations, AP Comparative Government</p>

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**Middle School Core History/Social  
Science Courses  
Grades 6 through 8**

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# Middle School Core History/Social Science Courses

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**World History and Geography: Ancient Civilizations AB**  
**(Annual Course – Grade 6)**

**Prerequisite: None**

**370121 Wld/Hist/Geo: Ancient Civ 6A**

**370122 Wld/Hist/Geo: Ancient Civ 6B**

**Course Description**

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

**COURSE SYLLABUS**

**Recommended Focus Standards**

**Scope and Sequence**

**Instructional Component 1: Early Man, Mesopotamia, and Egypt (Standards 6.1 and 6.2)**

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

**Instructional Component 2: Hebrews, India, and China (Standards 6.3, 6.5, and 6.6)**

- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

**Instructional Component 3: Greece and Rome (Standards 6.4 and 6.7)**

- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

- CST1** Identify recurring historical themes across time and place.
- REP4** Assess the creditability of and draw sound conclusions from primary and secondary sources.
- HI2** Understand and distinguish cause, effect, sequence and correlation events.
- R2.3** Read historically significant works of literature (e.g., primary sources).

**Reading**

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**Writing**

**W1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the effect of geography on the political, economic, and social growth of ancient civilizations.
- Compare and contrast how ancient civilizations resolved basic economic questions of what, how, and for whom to produce.
- Compare and contrast the origin and development of Mesopotamia, Egypt and Kush.
- Evaluate the contributions of the ancient Hebrews to Western ethical and religious thought.
- Describe the transition from tyranny and oligarchy to early democratic forms of government in ancient Greece.
- Evaluate the impact of ancient Greek and Roman forms of government on modern democracies.
- Evaluate the impact of Hinduism and Buddhism on ancient civilizations.
- Analyze the impact of Confucian thought on the political, social, and economic development of ancient China.
- Apply the principles of a market economy to the Roman Empire.

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Use the tools and concepts of geography to read and interpret various kinds of maps, globes, models, diagrams, graphs, charts, tables, and pictures of the ancient world.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, behaviors, and institutions.
- Use the specialized language of historical research and the history-social science discipline.
- Evaluate the accuracy of information obtained from computer programs, films, radio, television, and videotapes.
- Combine ideas, concepts, and information in new ways; make connections between seemingly unrelated ideas.
- Describe how social, economic, organizational, and technological systems operate.

**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

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**Texts/Materials**

- b. LAUSD *History/Social Science Instructional Guide Ancient World History & Geography*, Grade 6  
(expected to be published for fall 2010)
- c. Standards-based textbooks
- d. H-SS Curricular Map
- e. H-SS Webpage

**World History and Geography: Medieval and Early Modern Times AB  
(Annual Course – Grade 7)**

**Prerequisite: None**

**370123 Wld/Hist/Geo: Med/Mod 7A**

**370124 Wld/Hist/Geo: Med/Mod 7B**

**Course Description**

This Grade seven course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

**COURSE SYLLABUS**

**Recommended Focus Standards (See attached)**

**Scope and Sequence**

**Instructional Component 1: Fall of Rome, Islam, Africa, and Mesoamerica (Standards 7.1, 7.2, 7.4, and 7.7)**

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.
- 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.

**Instructional Component 2: China, Japan, and Medieval Europe (Standards 7.3, 7.5, and 7.6)**

- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

**Instructional Component 3: Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, and Age of Reason (Standards 7.8, 7.9, 7.10, and 7.11)**

- 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- 7.9 Students analyze the historical developments of the Reformation.
- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

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*History/Social Science Branch*

**Recommended Focus Standards**

<b>Historical Analysis</b>	<b>CST1</b>	Identify recurring historical themes across time and place.
	<b>REP4</b>	Assess the creditability of and draw sound conclusions from primary and secondary sources.
	<b>HI2</b>	Understand and distinguish cause, effect, sequence and correlation events.
<b>Reading</b>	<b>R2.3</b>	Read historically significant works of literature (e.g. primary sources).
<b>Writing</b>	<b>W1.3</b>	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the impact of the fall of the Roman Empire on Western Europe.
- Compare and contrast the origin and development of Mesoamerican civilizations.
- Analyze the contributions of Buddhism, Christianity, Confucianism, and Islam to various societies.
- Analyze the impact of the geography on the development of trade in Ghana.
- Differentiate how China and Japan resolved basic economic problems in their respective societies.
- Explain how trade and production of goods in Western Europe was affected by the Crusades.
- Apply the principles of a market economy (for example, decision-making, supply and demand, cost benefit analysis) to China during the Tang and Sung Dynasties.
- Explain the impact of Islam on Africa and the influence of Muslim traders on Asian societies.
- Analyze the impact of the spread of Buddhism on eastern civilizations.
- Analyze the influence of Christianity on Medieval European governments.
- Trace the principle of rule of law established in the Magna Carta to modern-day democracies.
- Analyze how the ideas of the Enlightenment influenced the formation of Western democratic governments in political, philosophical, and economic thoughts.

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Use the tools and concepts of geography to read and interpret various kinds of maps, globes, models, diagrams, graphs, charts, tables, and pictures of the medieval world.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, behaviors, and institutions.
- Use the specialized language of historical research and the history social science discipline.
- Evaluate the accuracy of information obtained from computer programs, films, radio, television, and videotapes.
- Combine ideas, concepts, and information in new ways; make connections between seemingly unrelated ideas.
- Describe how social, economic, organizational, and technological systems operate.

**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

Los Angeles Unified School District  
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**Texts/Materials**

- LAUSD *History/Social Science Instructional Guide Medieval World History & Geography, Grade 7* (expected to be published fall 2008)
- Standards-based textbooks
- H-SS Curricular Map
- H-SS Webpage



Los Angeles Unified School District  
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**United States History & Geography: Growth and Conflict  
(Annual Course – Grade 8)**

**Prerequisite:**

**370125**            **US HIS/GE:GROWTH&CONF A**  
**370126**            **US HIS/GE:GROWTH&CONF B**

**Course Description**

The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

**COURSE SYLLABUS**

**Instructional Component 1: Foundations of America (Standards 8.1, 8.2, 8.3, 8.4)**

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American Constitutional democracy.
- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.4 Students analyze the aspirations and ideals of the people of the new nation.

**Instructional Component 2: Foreign Policy, Divergent Paths (Standards 8.5, 8.6, 8.7, 8.8, 8.9)**

- 8.5 Students analyze U.S. foreign policy in the early Republic.
- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
- 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

**Instructional Component 3: Civil War, Reconstruction, Industrialization (Standards 8.10, 8.11, 8.12)**

- 8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.
- 8.11 Students analyze the character and lasting consequences of Reconstruction.
- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

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**Recommended Focus Standards**

<b>Historical Analysis</b>	<b>CST1</b>	Identify recurring historical themes across time and place.
	<b>REP4</b>	Assess the credibility of and draw sound conclusions from primary and secondary sources.
	<b>HI2</b>	Understand and distinguish cause, effect, sequence and correlation events.
<b>Reading</b>	<b>R2.3</b>	Read historically significant works of literature (e.g., primary sources).
<b>Writing</b>	<b>W1.3</b>	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Evaluate the political philosophy of natural rights and natural law as expressed in the Declaration of Independence.
- Compare and contrast the influence of the religious and philosophical beliefs of both groups and individuals on slavery in the United States.
- Analyze the impact of the Constitution on the development of the United States.
- Analyze the impact of geographical factors on the development of pre-Civil War America.
- Describe how the expansion of slavery changed the economic structure of America.
- Trace the development of and evaluate the historical policies of the United States toward the Native Americans through analysis of data, primary and secondary sources.
- Analyze the impact of Manifest Destiny on the expansion of the United States into neighboring territories.
- Examine the effects of Reconstruction on race relations in the United States.
- Evaluate the principles set forth in the Reconstruction Era Amendments.
- Evaluate the interrelationship between industrialization and immigration in the post-Civil War era.

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Use the tools and concepts of geography to read and interpret various kinds of maps, globes, models, diagrams, graphs, charts, tables and pictures of the United States.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, behaviors, and institutions.
- Use the specialized (concept) language used in historical research and the history-social science discipline.
- Evaluate the accuracy of information obtained from computer programs, films, radio, television, and videotapes.
- Combine ideas, concepts, and information in new ways; make connections between seemingly unrelated ideas.
- Describe how social, economic, organizational, and technological systems operate.

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**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

**Texts/Materials**

- LAUSD *History/Social Science Instructional Guide United States History & Geography, Grade 8*
- Standards-based textbook
- H-SS Curricular Map
- H-SS Webpage

Los Angeles Unified School District  
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# **Middle School Core History/Social Science Standards-Based Textbooks**

Los Angeles Unified School District  
*History/Social Science Branch*

Los Angeles Unified School District  
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**MIDDLE SCHOOL HISTORY/SOCIAL SCIENCE TEXTBOOKS**

World History and Geography: Ancient Civilizations, Grade 6					
Rank	Author	Title	ISBN	©	Publisher
1	Frey	History Alive! The Ancient World	1-58371-351-4	2005	Teachers' Curriculum Institute
2	Burstein, Shek	World History, Ancient Civilizations	0-03-073459-2	2005	Holt, Reinhart and Winston
3	Spielvogel, et al.	Ancient Civilization	0-07-868874-4	2006	Glencoe/McGraw Hill

World History and Geography: Medieval and Early Modern Times, Grade 7					
Rank	Author	Title	ISBN	©	Publisher
1	Frey	History Alive! The Medieval World and Beyond	1-58371-376-4	2005	Teachers' Curriculum Institute
2	Hart	Medieval and Early Modern Times	0-13-181747-7	2006	Prentice Hall
3	Bednarz, et al	World History: Medieval and Early Modern Times	0-618-53294-3	2005	McDougal Littell

United States History: Growth and Conflict, Grade 8					
Rank	Author	Title	ISBN	©	Publisher
1	Davidson	America: History of Our Nation, Independence through 1914	0-13-130731-2	2005	Prentice Hall
2	Hart	History Alive! The United States through Industrialism	1-58371-401-4	2005	Teachers' Curriculum Institute
3	Bednarz, et al	Creating America: A History of the United States	0-618-55949-3	2006	McDougal Littell

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**Senior High School Core  
History/Social Science Courses  
Grades 9 through 12**

Los Angeles Unified School District  
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# **Senior High School Core History/Social Science Courses**

Los Angeles Unified School District  
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**World History, Culture, and Geography: The Modern World AB**

**(Annual Course – Grade 10)**

**Prerequisite:**

**370127 Wld His/Geo: Mod Wld A**

**370128 Wld His/Geo: Mod Wld B**

**Course Description**

The purpose of this course is to examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. This course meets the graduation and “A-G” requirements.

**COURSE SYLLABUS**

**Instructional Component 1: Development of Western Political Thought, Revolutions, Industrial Revolution, Imperialism (Standards 10.1, 10.2, 10.3, and 10.4)**

- 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.
- 10.2 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.
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.
- 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.

**Instructional Component 2: Causes and Effects of the First World War and the Rise of Totalitarian Governments (Standards 10.5, 10.6, and 10.7)**

- 10.5 Students analyze the causes and course of the First World War.
- 10.6 Students analyze the effects of the First World War.
- 10.7 Students analyze the rise of totalitarian governments after the First World War.

**Instructional Component 3: Causes and effects of World War II and the Cold War, Present Day State of the World (Standards 10.8, 10.9, 10.10, and 10.11)**

- 10.8 Students analyze the causes and consequences of World War II.
- 10.9 Students analyze the international developments in the post-World War II world.
- 10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

**Recommended Focus Standards**

<b>Historical Analysis</b>	<b>CST1</b>	Identify recurring historical themes across time and place.
	<b>REP4</b>	Assess the creditability of and draw sound conclusions from primary and secondary sources.
	<b>HI2</b>	Understand and distinguish cause, effect, sequence and correlation events.
<b>Reading</b>	<b>R2.3</b>	Read historically significant works of literature (e.g., primary sources).

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**Writing**                      **W1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Examine and analyze the growth of nationalism, imperialism, and militarism as major causes of World War I.
- Analyze the impact of geographical factors on the development of prewar Japan leading into World War II.
- Explain how the Soviet Union used its command economy and totalitarian control in its efforts to industrialize.
- Evaluate the historical policy of genocide through analysis of data, primary and secondary sources.
- Analyze the efforts of the League of Nations and United Nations in solving world conflicts.
- Analyze the various impacts of Gandhi, Nehru, Mountbatten, and Jinnah on India.
- Describe how South Africa struggled to achieve democracy and end its system of apartheid.

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Use the tools and concepts of geography to read and interpret various kinds of maps, globes, models, diagrams, graphs, charts, tables, and pictures.
- Describe how major historical events of the 20<sup>th</sup> century are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, behaviors, and institutions of various twentieth century countries.
- Apply the principles of historical research to the history-social science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Evaluate the validity and the accuracy of information obtained from computer programs, films, radio, television, and videotapes Recognize the relationship of historical events of the twentieth century in terms of cause and effect.
- Arrange major historical events in sequential order and determine their correlation to each other.
- Compare and contrast different ideas, values, behaviors, and institutions of various twentieth century countries and distinguish between historical interpretations.
- Determine the accuracy of information obtained from computer programs, television, and videotapes.
- Recall and utilize the vocabulary related to the history-social science discipline.
- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information in new ways and draw connections among them.
- Describe how social, political, and technological systems operate within the various countries found in the world today.
- Relate basic indicators of economic performance and cost/benefit analysis.
- Delineate economic and political issues in the world during the twentieth century.

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**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

**Texts/Materials**

- LAUSD *History/Social Science Instructional Guide Modern World History & Geography*, Grade 10 (expected to be published fall 2008)
- Standards-based textbooks
- H-SS Curricular Map
- H-SS Webpage

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**United States History and Geography: Continuity and Change in the Twentieth Century AB  
(Annual Course – Grade 11)**

**Prerequisite:**

**370129** US His/Geo: 20th Cent A

**370130** US His/Geo: 20th Cent B

**Course Description**

This Grade eleven course surveys the major turning points in American history in the twentieth century. The course begins with a selective review emphasizing two major themes: the nation's beginnings and the industrial transformation of the new nation. Throughout the course the application of constitutional principles to contemporary issues is addressed. Topics covered are the expanding role of the federal government and the federal courts, the continuing tensions between the individual and the state and between minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on American society; culture change in the ethnic composition of American society, the movements toward equal rights for diverse groups such as racial minorities, gays and lesbians, people with disabilities, and women; and the role of the United States as a major world power. The course investigates the diversity of American culture, including religion, literature, art, drama, architecture, education, and the mass media.

This course meets the graduation and the "A-G" requirements.

**COURSE SYLLABUS**

**Instructional Component 1: Background to the 20<sup>th</sup> Century (11.1, 11.2, 11.3, and 11.4)**

- 11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 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.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.
- 11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.

**Instructional Component 2: The United States, the World Wars, and post war foreign policy (Standards 11. 5, 11. 6, 11.7, and 11.9)**

- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze the American participation in World War II.
- 11.9 Students analyze United States foreign policy since World War II.

**Instructional Component 3: Post World War II Domestic issues (Standards 11.8, 11.10, and 11.12)**

- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.10 Students analyze the development of federal civil rights and voting rights developments.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

**Recommended Focus Standards**

- Historical Analysis**
- CST1** Identify recurring historical themes across time and place.
  - REP4** Assess the creditability of and draw sound conclusions from primary and secondary sources.



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	<b>HI2</b>	Understand and distinguish cause, effect, sequence and correlation events.
<b>Reading</b>	<b>R2.3</b>	Read historically significant works of literature (e.g. primary sources).
<b>Writing</b>	<b>W1.3</b>	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Examine and analyze the growth of nationalism, imperialism, and militarism as major causes of World War I.
- Analyze the impact of geographical factors on the development of prewar Japan leading into World War II.
- Explain how the Soviet Union used its command economy and totalitarian control in its efforts to industrialize.
- Evaluate the historical phenomenon of genocide through analysis of data, primary and secondary sources.
- Analyze the efforts of the League of Nations and United Nations in solving world conflicts.
- Analyze the various impacts of Gandhi, Nehru, Mountbatten, and Jinnah on India.
- Describe how South Africa struggled to achieve democracy and end its System of apartheid.

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Use the tools and concepts of geography to read and interpret various kinds of maps, globes, models, diagrams, graphs, charts, tables, and pictures.
- Describe how major historical events of the 20<sup>th</sup> century are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, behaviors, and institutions of various twentieth century countries.
- Apply the principles of historical research to the history-social science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Evaluate the validity and the accuracy of information obtained from computer programs, films, radio, television, and videotapes
- Describe how social, economic, organizational, and technological systems operate.

**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

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**Texts/Materials**

- LAUSD *History/Social Science Instructional Guide United States History & Geography 20th Century, Grade 11* (expected to be published fall 2009)
- Standards-based textbooks
- H-SS Curricular Maps
- H-SS webpage

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**Principles of American Democracy**

**(Semester Course – Grade 12)**

**Prerequisite:**

**370603 Principles of Amer Democracy**

**Course Description**

The major purpose of this course is to analyze United States' system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local levels. The course will analyze the influence of special interest groups and the role of the media in shaping public opinion. Additional emphasis is placed on the role and the responsibilities of the three branches of government at the national, state, and local levels. This course will summarize landmark court decisions in terms of civil rights and civil liberties and will also study complex contemporary issues that confront national, state, and local governments such as immigration, race, abortion, gender, sexual orientation, and disabilities. The content included in this course should be viewed as the culmination of the civics literacy strand of the California History-Social Science Framework.

This course meets the graduation and "A-G" requirements.

**COURSE SYLLABUS**

- 12.1 Students explain the fundamental principles and moral values of American Democracy as expressed in U.S. Constitution and other essential documents of American Democracy
- 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.
- 12.3 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, society, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of national, state, tribal, and local governments.
- 12.8 Students evaluate, take, and defend positions on the influence of media on American political life.
- 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.
- 12.10 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.

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**Recommended Focus Standards**

<b>Historical Analysis</b>	<b>CST1</b>	Identify recurring historical themes across time and place.
	<b>REP4</b>	Assess the creditability of and draw sound conclusions from primary and secondary sources.
	<b>HI2</b>	Understand and distinguish cause, effect, sequence and correlation events.
<b>Reading</b>	<b>R2.3</b>	Read historically significant works of literature (e.g., primary sources).
<b>Writing</b>	<b>W1.3</b>	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Explain concepts of due process and equal protection.
- Trace the development, role, and influence of American political parties from Washington’s administration to the present.
- Explain the importance of the natural rights philosophy in the creation of American constitutional government.
- Apply the economic concept of benefit-cost analysis to political decision-making.
- Trace the application and evolution of the “due process clause” as found in the Fifth and Fourteenth Amendments.
- Assess the process used by Americans of diverse cultures or interest groups in securing the principles of democracy and individual rights.
- Examine how the conflict between the values of national self-interest and human rights influence and shape foreign policy.
- Apply the principles of democracy, civic values, and citizen rights and responsibilities to contemporary issues, such as the environment, voter participation, and health issues.
- Use the principles of democracy, American civic values and citizen rights and responsibilities to develop a plan to address a community issue.

In accordance with their individual capacity, students will grow in the ability to:

- Locate and assess information found in primary and secondary sources.
- Recognize the relationship of historical events of the twentieth century in terms of cause and effect.
- Arrange major historical events in sequential order and determine their correlation to each other.
- Compare and contrast different ideas, values, behaviors, and institutions of various twentieth century countries and distinguish between historical interpretations.
- Determine the accuracy of information obtained from computer programs, television, and videotapes.
- Ask historical questions and relate different points of view.
- Recall and utilize the vocabulary related to the history-social science discipline.
- Use writing to combine ideas, concepts, and information in new ways and draw connections among them.
- Describe how economic and government systems operate.
- Relate basic indicators of economic performance and cost analysis

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**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

**Texts/Materials**

- History/Social Science Instructional Guide: Principles of American Democracy (expected 2010)
- Standards-based textbooks
- H-SS Webpage

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**Economics**

**(Semester Course – Grade 12)**

**Prerequisite:**

**370905 Econ**

**Course Description**

The purpose of this course is to provide a comprehensive study of the basic institutions, concepts, principles, and practices of economics. Instruction covers basic economic concepts that underlie the United States market system and its operations. Instructional units apply these concepts at both the micro and macro levels; promote informed voter and consumer decision making, provide information about major economic theories and prominent economists, and emphasize how economics influence the lives of ordinary citizens. In addition the course investigates the complex political and economics issues confronting national, state, and local governments. Also included is an analysis of the American free enterprise system through a study of comparative economics. Included is instruction on the international dimensions of economics and the “global” economy. Throughout this course, measurement concepts and methods involving tables, charts, graphs, ratios, percentages, and index numbers are introduced to understand the relationship between economic variables, thus adding to their mastery of economic thought and method.

This course meets the graduation and "A-G" requirements.

**COURSE SYLLABUS**

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the elements of America’s market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 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 States’ borders.

**Recommended Focus Standards**

<b>Historical Analysis</b>	<b>CST1</b>	Identify recurring historical themes across time and place.
	<b>REP4</b>	Assess the creditability of and draw sound conclusions from primary and secondary sources.
	<b>HI2</b>	Understand and distinguish cause, effect, sequence and correlation events.
<b>Reading</b>	<b>R2.3</b>	Read historically significant works of literature (e.g. primary sources).
<b>Writing</b>	<b>W1.3</b>	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze the relationship between the Great Depression and the ideas of Keynesian economic theory that shaped the mixed economy of the United States.
- Evaluate the impact of the “Free Enterprise System” on the development of the United States.

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- Evaluate how geographical factors affect competition and market structure in a capitalist economic system.
- Apply the basic economic concept of cost-benefit to a contemporary environmental issue and its impact on business, investments, and employment.
- Compare and contrast a market, traditional, and command economy in addressing the basic economic questions.
- Apply the principles of American civic values and citizen rights and responsibilities to reach and informed decision on economic issues.

In accordance with their individual capacity, students will grow in the ability to:

- Locate and assess information found in primary and secondary sources.
- Recognize the relationship of historical events of the twentieth century in terms of cause and effect.
- Arrange major historical events in sequential order and determine their correlation to each other.
- Compare and contrast different ideas, values, behaviors, and institutions of various twentieth century countries and distinguish between historical interpretations.
- Determine the accuracy of information obtained from computer programs, television, and videotapes.
- Ask historical questions and relate different points of view.
- Recall and utilize the vocabulary related to the history-social science discipline.
- Use writing to combine ideas, concepts, and information in new ways and draw connections among them.
- Describe how economic and government systems operate.
- Relate basic indicators of economic performance and cost analysis

**Assessments** will include:

- Periodic Assessments
  - a. Multiple Choice Items
  - b. Short Constructive Response
  - c. Historical Analysis Items

**Texts/Materials**

- History/Social Science Instructional Guide Economics (Expected 2010)
- Standards-based textbooks
- H-SS Webpage

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# **Senior High School Core History/Social Science Standards- Based Textbooks**

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RECOMMENDED ADOPTION OF HIGH SCHOOL CORE  
 HISTORY/SOCIAL SCIENCE TEXTBOOKS

World History, Culture, and Geography: The Modern World, Grade 10					
Rank	Author	Title	ISBN	©	Publisher
1	Spielvogel, et al.	Glencoe World History: Modern Times	0-07-867855-2	2006	Glencoe/McGraw-Hill
2	Ellis, Esler	World History: The Modern World	0-13-129977-8	2007	Prentice Hall
*	Beck, et al.	Modern World History: Patterns of Interaction (California Edition)	0-618-55715-6	2006	McDougal Littell

U.S. History and Geography: Continuity and Change in the Twentieth Century, Grade 11					
Rank	Author	Title	ISBN	©	Publisher
1	Appleby, et al.	The American Vision: Modern Times	0-07-867851-X	2006	Glencoe/McGraw-Hill
2	Danzer	The Americans: Reconstruction to the 21 <sup>st</sup> Century (California Edition)	0-618-55713-X	2006	McDougal Littell
3	Cayton, et al.	America: Pathways to the Present	0-13-181547-4	2005	Prentice Hall

Economics, Grade 12					
Rank	Author	Title	ISBN	©	Publisher
1	Clayton	Economics: Principles & Practices	0-07-860693-4	2005	Glencoe/McGraw-Hill
2	Miller	Economics Today and Tomorrow	0-07-860696-9	2005	Glencoe/McGraw-Hill
*	McEachern	Contemporary Economics	0-538-43700-6	2005	Thomson Learning/ South-Western

\*unranked – distant third

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Principles of American Democracy, Grade 12					
Rank	Author	Title	ISBN	©	Publisher
1	McClenaghan	Magruder's American Government (California Edition)	0-13-133579-0	2006	Prentice Hall
2	Remy	United States Government: Democracy in Action	0-07-860053-7	2006	Glencoe/McGraw-Hill

\*unranked – distant third

## Designing Advanced and Honors Courses

Students need opportunities to take advanced and enriched History/Social Science courses in middle and high school when they demonstrate higher levels of proficiency, effort, and achievement. Research shows that coursework in advanced and honors-level classes should be differentiated, or specially designed for students whose achievement is significantly above that of their peers. In the *History/Social Science Framework for California Public Schools*, these courses provide students with opportunities necessary to reach their fullest potential, “Advanced students in history/social science often require systematically planned differentiation to ensure that curriculum and instruction are appropriately challenging” (California Department of Education, 2007). **Differentiation** in a core History/Social Science class includes curriculum, instruction, and assessment that are enriched along four dimensions: acceleration/pacing, depth, complexity, and novelty (CDE, 1994). Differentiation in advanced and honors-level courses implies that students will be working on concepts that are more cognitively demanding than those addressed in core courses, and students will be engaged in both collaborative and independent study that exceeds grade-level standards and builds students’ independence with difficult reading, writing, listening, and speaking tasks.

- **Acceleration/Pacing** provides arrangements for students to move more rapidly through a curricular sequence. An accelerated curriculum would include challenging and appropriate opportunities above and beyond the usual grade-level content: special projects, seminars, independent study, alternate assessments, and flexible grouping.
- **Depth** allows students who demonstrate an extraordinary knowledge, skills, or interest in a topic or task to pursue it in greater detail and to a greater level of understanding. Depth refers to approaching or studying something from the concrete to the abstract, from the familiar to the unfamiliar, and from the known to the unknown. An in-depth study would often include a significant amount of outside, independent research guided by essential questions that lead to advanced insight and comprehension.
- **Complexity** involves making relationships between and among ideas, connecting other concepts, and layering—a why/how interdisciplinary approach that connects and bridges to other disciplines, always enhancing the meanings of ideas. Students working individually or together on relatively complex ideas and relationships should be particularly encouraged to examine their own thinking.
- **Novelty** differs primarily from the other forms of differentiation because it is primarily student-initiated. Differentiating the curriculum through increasing depth and complexity should always begin with the students’ response to the topics, issues, ideas, and tasks presented. Providing advanced learning opportunities through *novelty* depends entirely on the students’ perceptions and responses, their inquiry and exploration using personalized and nontraditional approaches to finding the irony, paradoxes, metaphors, and other sophisticated symbolic processes within and across content areas. Teachers should encourage students to develop original interpretations, reinterpretations, or new implications among or within disciplines.

The University of California grants special “honors” designation and extra credit in students’ grade point average computation only to those level courses (grades 11 and 12) that meet specific criteria. (See High School Honors Level History/Social Science Courses)

### References

California Department of Education. (2000, revised 2001) *History/Social Science Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade 12*.

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California Department of Education and California Association for the Gifted. (1994). *Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities: A Position Paper*.

## High School Honors Level History/Social Science Courses

The University of California grants special "honors" designation and extra credit in students' grade point average computation only to those high school honors level courses that meet the following criteria. The University strongly encourages that such courses be available to all sectors of the school population.

- **AP Courses.** Advanced Placement (AP) courses in the "a-g" subjects which are designed to prepare students for an Advanced Placement Examination of the College Board are automatically granted honors status, even if they are offered at the 10th grade level (e.g., newly developed courses/exams in Human Geography and World History). For more information about AP, go to the College Board's web site at [www.collegeboard.org/ap/](http://www.collegeboard.org/ap/).
- **International Baccalaureate.** Designated International Baccalaureate (IB) courses offered by schools participating in the IB program are automatically granted honors status. For a list of IB courses that are granted honors status, search for the "International Baccalaureate" program list on the Doorways course list web site at <https://doorways.ucop.edu/list>. For more information about IB programs, go to [www.ibo.org](http://www.ibo.org).
- **College Courses.** College courses in the "a-g" subjects that are transferable to the University of California. To determine whether a course is transferable, go to [www.assist.org](http://www.assist.org).
- **Other Honors Courses.** Other honors courses (that are not AP, IB, or college courses) specifically designed by the high school are acceptable *if they are in the disciplines of history, English, advanced mathematics, laboratory science, languages other than English, and advanced visual and performing arts* and have distinctive features which set them apart from regular high school courses in the same discipline areas. These courses should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Acceptable honors level courses are specialized, advanced, collegiate-level courses offered at the 11th and 12th grade levels. Please refer to the notes below for special requirements for the certification of these honors courses.

### NOTES on honors courses other than AP and IB:

UC approved honors level history/social science courses used to satisfy the "a" requirement characteristically consist of courses in U.S. government, U.S. history, European history, world history, world cultures, and geography. Such courses are expected to provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The courses must offer content and/or experience that are demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Factors considered for UC approved honors courses that satisfy the "a" requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. The use of college level textbooks is encouraged. The regular college preparatory courses in the subject areas should be offered, as well.

1. Honors level courses must have a comprehensive, written *final exam*. The purpose of the final examination is to permit students to exhibit depth of knowledge and sustained mastery of subject material. The final examination permits each student to demonstrate knowledge that is acquired, integrated, and retained.
2. Honors level courses must be designed for *11th and 12th graders* who have already completed foundation work in the subject area. Ninth and tenth grade level high school courses that schools might designate as "honors" do not meet the UC honors level requirement and therefore are *not* granted special "honors" credit by the University. (Note: Tenth grade students who have the

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necessary preparation to complete UC designated honors courses [i.e., those designed for 11th and 12th graders] will receive UC honors credit; however, they will receive credit for not more than two units\* of these courses completed in the tenth grade.)

3. In addition to ninth and tenth grade courses, other courses that a school may designate as "honors" for local purposes but that do not fill the requirements stated in this section will not be granted special credit by the University.
4. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit\* in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines.
5. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units\* at the honors level in that area. Exceptions to this rule require strong justification and documentation.
6. Most high school courses, which are not an AP or IB higher level course, shall be designated an honors level course only when there is a *regular course* offered in the same subject area at the same grade level. Exceptions to this rule require strong justification and documentation.

**Reference**

University of California Office of the President, *2008 Guide to "a-g" Requirements and Instructions for Updating Your School's "a-g" Course List*.

**\* One unit is equivalent to one year-long course or two semesters. Two units are equivalent to two year-long courses or four semesters.**



# Senior High School Advanced Placement History/Social Science Courses

Los Angeles Unified School District  
*History/Social Science Branch*

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement American History AB**

**Annual Course – Grade 11**

**Prerequisite: None**

**370111 AP AM HIS A**

**370112 AP AM HIS B**

**Course Description**

The major purpose of this course is to provide an intensive study of the political, economic, social, intellectual, diplomatic, and cultural development of the United States. The course emphasizes a variety of themes and approaches to United States history and encourages an awareness of the nature of history in its broadest definition and a sense of the alternatives to any given explanation. The course develops the ability to read advanced-level historical work analytically and evaluate historical evidence and interpretations in arriving at conclusions. Students develop college-level social science skills through essay examinations, note taking from both printed materials and lectures, and the preparation of research papers. The course provides for extensive use of historical materials, both primary and secondary. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP American History AB syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement World History AB**

**Annual Course – Grades 9-12**

**Prerequisite: None**

**370133 AP WLD HIS A**

**370134 AP WLD HIS B**

**Course Description**

The major purpose of this course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as field of study. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP World History AB syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement American Government and Politics**

**Annual Course – Grade 12**

**Prerequisite: None**

**370605 AP GOVT & POL**

**Course Description**

This course provides an intensive study of how the various elements of government and politics in the United States work together to produce public policy. It examines the critical relationship among the various institutions, government, groups, and ideas that make up the political scene. This course helps the student become familiar with the various ideas and theories used to analyze and predict political behavior and the terminology useful in describing politics. The activities include essays, tests, note taking, debates, research projects, and use of with primary and secondary sources. It emphasizes the analysis and interpretation of factual information as it pertains to U.S. government. This course is designed for students eligible for Honors Social Science and gives them an opportunity to interact with college-level material. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP American Government and Politics syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement Microeconomics**  
**Annual Course – Grades 11-12**  
**Prerequisite: None**

**370906 AP MICRO ECONOMICS**

**Course Description**

The major purpose of this course is to provide students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both producers and consumers, within the larger economic system. The course places a primary emphasis on the nature and functions of products and markets and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP Microeconomics syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement Macroeconomics**

**Annual Course – Grades 11-12**

**Prerequisite: None**

**370907 AP MACRO ECONOMICS**

**Course Description**

The major purpose of this course is to provide students a thorough understanding of the principles of economics that apply to the economic system as a whole. The course places a primary emphasis on the study of national income and price determination and also develops the students' familiarity with economic performance measures, economic growth, and international economics. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP Macroeconomics syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement Comparative Government and Politics**

**Annual Course – Grade 12**

**Prerequisite: None**

**371003 AP COMP GOVT**

**Course Description**

The major purpose of this course is to provide a basic understanding of the world's diverse political structures and practices. The course encompasses the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all countries. Five countries form the core of the examination. Four of these countries are Great Britain, France, Russia, and China; for the fifth nation, the examination will permit candidates to choose India, Mexico, or Nigeria. These nations are included because they are commonly covered in college comparative political courses and are paradigms of different types of political systems. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP Comparative Government and Politics syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.



Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement European History AB**

**Annual Course – Grades 11-12**

**Prerequisite: None**

**370301 AP EURO HIS A**

**370302 AP EURO HIS B**

**Course Description**

The major purpose of this course is to provide an in-depth study of European history from 1450 to the present. The course is organized around three major themes in European history: (1) Political and Diplomatic History, (2) Intellectual and Cultural History, and (3) Social and Economic History. The course helps students develop an awareness of the nature of history, its interpretations, and its interdisciplinary nature. The course includes essay tests, note taking, and research papers and deals with primary and secondary materials. The course also stresses development of other social science skills and offers an opportunity for students to use college-level instructional materials. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP European History AB syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement Human Geography AB**

**Annual Course – Grades 9-12**

**Prerequisite: None**

**370205            AP HUMAN GEOGRAPHY A**

**370206            AP HUMAN GEORAPHY B**

**Course Description**

The major purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP Human Geography AB syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Advanced Placement Psychology AB**

**Annual Course – Grades 9-12**

**Prerequisite: None**

**370417            AP PSYCH A**

**370418            AP PSYCH B**

**Course Description**

The major purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the methods psychologists use in their science and practice. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP Psychology AB syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Web site.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

Los Angeles Unified School District  
*History/Social Science Branch*

**Senior High School Advanced  
Placement History/Social Science  
Adopted Textbooks**

Los Angeles Unified School District  
*History/Social Science Branch*

Los Angeles Unified School District  
History/Social Science Branch

RECOMMENDED ADOPTION OF HIGH SCHOOL ADVANCED PLACEMENT  
HISTORY/SOCIAL SCIENCE TEXTBOOKS

AP Economics					
Rank	Author	Title	ISBN	©	Publisher
1	Mankiw	Principles of Economics, 3 <sup>rd</sup> Ed.	0-324-16862-4	2004	Thomson Learning/ South-Western
2	McConnell, Brue	Economics: Principles, Problems, and Policies, 16 <sup>th</sup> Ed.	0-07-281935-9	2005	McGraw-Hill

AP Comparative Government					
Rank	Author	Title	ISBN	©	Publisher
1	Hauss	Comparative Politics: Domestic Response to Global Challenge, 5th Ed.	0-495-09162-6	2006	Thomson Learning/ Wadsworth

AP U.S. Government					
Rank	Author	Title	ISBN	©	Publisher
1	Wilson, DiIulio	American Government: Institutions and Policies, 10 <sup>th</sup> Ed.	0-618-56244-3	2006	McDougal Littell
2	Edwards, et al.	Government in America: People, Politics, and Policy, 12 <sup>th</sup> Ed.	0-321-29236-7	2006	Prentice Hall/ Longman
*	Woll	American Government: Readings and Cases, 16 <sup>th</sup> Ed. [Reader]	0-321-32950-3	2006	Prentice Hall/ Longman
*	Lasser	Perspectives on American Politics, 4 <sup>th</sup> Ed. [Reader]	0-618-31200-5	2004	McDougal Littell

\*Companion to ranked books

AP U.S. History					
Rank	Author	Title	ISBN	©	Publisher
1	Murrin, et al.	Liberty, Equality, and Power: A History of the American People, 4 <sup>th</sup> Ed.	0-534-62730-7	2005	Thomson Learning/ Wadsworth
2	Kennedy, et al.	The American Pageant: A History of the Republic, 13 <sup>th</sup> Ed.	0-618-47940-6	2006	McDougal Littell
3	Ayers, et al.	American Passages: A History of the United States, 2 <sup>nd</sup> Ed.	0-495-09142-1	2004	Thomson Learning/ Wadsworth
*	Hyser, Arndt	Voices of the American Past: Documents in U.S. History, 3 <sup>rd</sup> Ed., Volume I and Volume II [Reader]	0-534-64300-0 0-534-64301-9	2005	Thomson Learning/ Wadsworth
*	Newman, Schmalbach	United States History: Preparing for the Advanced Placement Examination [Test Preparation Aid]	1-56765-660-9	2004	Amsco

\*Companion to ranked books

Los Angeles Unified School District  
History/Social Science Branch

AP World History					
Rank	Author	Title	ISBN	©	Publisher
1	Bentley, Ziegler	Traditions Encounters: A Global Perspective on the Past, 3 <sup>rd</sup> Ed.	0-07-295754-9	2006	McGraw-Hill
2	Stearns, et al.	World Civilizations: The Global Experience, 4 <sup>th</sup> Ed.	0-13-193927-0	2006	Prentice Hall/ Longman
*	Andrea, Overfield	The Human Record: Sources of Global History, 5 <sup>th</sup> Ed., Volume I and Volume II [Reader]	0-618-37040-4 0-618-37041-2	2005	McDougal Littell

\*Companion to ranked books

AP European History					
Rank	Author	Title	ISBN	©	Publisher
1	Spielvogel	Western Civilization, 6 <sup>th</sup> Ed.	0-534-64602-6	2006	Thomson Learning/ Wadsworth
2	McKay, et al.	A History of Western Society (Since 1300), 8 <sup>th</sup> Ed.	0-618-52273-5	2006	McDougal Littell

AP Psychology					
Rank	Author	Title	ISBN	©	Publisher
1	Coon	Introduction to Psychology: Gateways to Mind and Behavior, 10 <sup>th</sup> Ed.	0-534-61227-X	2004	Thomson Learning/ Wadsworth
2	Weiten	Psychology: Themes and Variations, 6 <sup>th</sup> Ed.	0-534-59769-6	2004	Thomson Learning/ Wadsworth
3	Myers	Psychology, 8 <sup>th</sup> Ed.	0-7167-2830-3	2007	Worth Publishers
4	Huffman	Psychology in Action, 8 <sup>th</sup> Ed.	0-471-74724-6	2007	Wiley (Peoples Publishing)
5	Bernstein, et al.	Psychology, 7 <sup>th</sup> Ed.	0-618-52718-4	2006	McDougal Littell
6	Wade, Tavis	Psychology, 7 <sup>th</sup> Ed.	0-13-191773-0	2005	Prentice Hall
*	Alloway, et al.	Sniffy the Virtual Rat [CD-ROM – one per teacher]	0-534-63357-9	2005	Thomson Learning/ Wadsworth
*	Hock	Forty Studies That Changed Psychology, 5 <sup>th</sup> Ed. [Reader]	0-13-114729-3	2005	Prentice Hall

\*Companion to ranked books

**Note:** Each individual instructor of an approved Advanced Placement course may select textbooks or materials from this list or from the Advanced Placement syllabi and teacher resources posted the following website: <http://apcentral.collegeboard.com>





