



“A” COURSE CATALOG

2020/2021 SCHOOL YEAR



2020/2021

ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345



COURSE CATALOG 2020/2021

Contents

College Board Approved A-G Courses.....	2
History / Social Science (2 years required for A-G / 3 years required for California Graduation).....	2
American Government.....	2
American Government and Economics	2
AP Government and Politics United States.....	14
AP United States History.....	14
Honors World History A	14
Honors World History B	18

College Board Approved A-G Courses

History / Social Science

(2 years required for A-G / 3 years required for California Graduation)

American Government

Basic Course Information:
Title: American Government
Length of Course: Half Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? NO
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 12 th
Course Description: This course introduces students to the study of American government and democracy. Students will analyze the history and changing interpretations of the Constitution and the Bill of Rights, examine the current state of the legislative, executive, and judiciary branches of government, and analyze the relationships among federal, state, and local governments. Students will trace the emergence of the United States as a world power and examine the major social problems and tensions: 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; and the relationship of religion and government.

American Government and Economics

Basic Course Information:
Title: American Government and Economics
Length of Course: Full Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? NO
Prerequisite: 11 th Grade United States History (recommended)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 12 th

Course Description: This course is designed to provide the student with a comprehensive understanding of governmental institutions and extensive analysis of the Constitution. Students will explore the responsibilities of government from the local to national level. The political process will also be studied, specifically in regards to the election process. This course will also prepare students to master fundamental economic concepts, applying the tools (graphs, statistics, equations, personal finance skills) from other subject areas to the understanding of operations and institutions of economic systems. Students will study the basic economic principles of micro and macroeconomics, international economics, and comparative economics systems. Standards that will provide the basis of curriculum will be the California Social Science Content Standards of Principles of American Democracy for grades 9-12, the Principles of Economics content standards for grades 9-12, and the CCSS Standards for Literacy in History, particularly Reading and Writing, through which students will demonstrate grade 9-12 social science intellectual, reasoning, reflection and research skills.

Course Content:

Government Unit 1: Power, Authority, and Government

1. Description:

Students will begin by looking at the essential question: "Why should you care about power, politics, and government?"

Students examine the concept of power and how it influences politics and shapes government authority by:

- analyze the relationship between power and authority.
- describe the purpose and role of government.
- explain how political behavior is a natural function of society.
- evaluate differing assumptions held by people across time and place regarding power and authority.

Students will then take and apply their knowledge of power to determine how political and economic power be distributed in a society thru:

- analyze the origins and development of governments over time and classify various political systems as well as advantages and disadvantages of various political systems
- compare the ways in which power is distributed in systems of shared power and compare and contrast constitutional democracies with authoritarian regimes; presidential and parliamentary governments; and federal, confederal, and unitary systems of government.
- classify and evaluate various economic systems and identify the role of government in each.

2. Sample Assignment:

At the end of the unit students participate in a response group activity, taking on the role of representatives at a constitutional convention that is charged with creating a stable government and an economic system for a fictitious country that has just achieved independence. Groups must work together to establish a new form of government, create a system of organization for that government, and choose an economic system for their newly independent country.

Students suggest government and economic systems based on a new country's various priorities. At the end of the activity students will debrief through a class discussion on how might this constitutional convention be similar to what a country would go through in forming a government and economic system today? How might it be different?

Government Unit 2: Foundations of American Government

1. Description:

In this unit students will answer the following essential questions:

- What ideas gave birth to the world's first modern democratic nation?
 - evaluate the historical ideas and political philosophies that shaped the development of the U.S. government.
 - summarize key political principles expressed in the foundational documents of the United States.
 - examine the debates and events that led to the writing and ratification of the Constitution.
 - analyze the ideas expressed in the Constitution from the perspective of a delegate to the Constitutional Convention.
- How and why did the framers distribute power in the Constitution?
 - examine the fundamental governing principles on which the Constitution is based and how those principles are embodied in the document.
 - analyze how the Constitution establishes a limited government in which powers are distributed among different levels and branches.
 - summarize how the various elements of the Constitution exemplify efforts by the framers to divide power.
 - propose and defend amendments to the Constitution.
- How are your rights defined and protected under the Constitution?
 - examine the Bill of Rights and Supreme Court decisions and explain the evolution of the first 10 amendments.
 - discuss the meaning and significance of each right secured by the Bill of Rights.
 - debate landmark Supreme Court cases to explore what happens when rights conflict.
 - evaluate a current situation involving a conflict of rights to determine what they believe is constitutional and fair.
- How does power flow through our federal system of government?
 - identify the benefits and drawbacks of the federal system.
 - analyze historical and current challenges to defining national and state powers.
 - summarize the roles and responsibilities of national, state, and local governments.
 - demonstrate how to use the federal system to create change in a public issue.

2. Sample Assignment:

In an Experiential Exercise, students “walk through” the National Statuary Hall in the U.S. Capitol to interview historical figures about key ideas that influenced democratic government in the United States. To accomplish this, students will pretend to be statues of historical figures who influenced the development of democratic government in the United States. Pairs will take turns role playing as the statue/interviewer then switch off so each person does both roles. Students will complete a graphic organizer during the activity which they will use afterward to apply what they learned in the activity by composing journal entries on the writing and ratification of the Constitution from the perspective of delegates to the Constitutional Convention.

Government Unit 3: Political Participation and Behavior

1. Description:

In Unit 3 Students will answer the following 4 Essential Questions:

- How can you make a difference in a democracy?
 - examine paths to U.S. citizenship and the rights and responsibilities of U.S. citizens.
 - analyze methods of bringing about political change or maintaining the status quo.
 - identify forms of civic participation.
 - develop a plan to address a local, national, or international problem.
- Political parties and interest groups: How do they influence our political decisions?
 - analyze the roots of political parties and the role parties play in the political process and public policy development.
 - identify the organization of political parties, including third parties, and evaluate how participation in parties affects the government.
 - analyze the platforms of political candidates and parties.
 - evaluate the significance of interest groups in terms of their goals, methods, and influence on government and public policy.
- To what extent do the media influence your political views?
 - analyze the role of the media in shaping public opinion.
 - evaluate the extent to which the media act as a free press.
 - analyze the influence of media coverage, political advertising, and public opinion polls on local, state, and national elections.
 - identify persuasive techniques and their application in U.S. campaigns.
 - write position statements about the influence of political advertising on voters.
- Elections and voting: Why should they matter to you
 - identify ways in which voting rights in the United States have expanded over time and identify the current qualifications for voting.
 - analyze the process for nominating candidates at all levels of government.

- plan for and participate in a debate of current political issues.
- identify how elections are funded and how funding is regulated.
- analyze party identification and voter behavior in the United States.

2. Sample Assignment:

In an experiential exercise students will analyze campaign posters and historical campaign commercials beginning in the 1950s to identify the persuasive techniques used in them. During analysis of each poster and commercial students will attempt to answer the following questions: What is this commercial’s message? , What type of commercial—positive, negative, or issue based—is this?, What persuasive technique or techniques are used?, What do you think makes this commercial effective or ineffective? After viewing a class discussion will be held. When all are finished they will use the techniques they learned about to write and produce 30-second campaign commercials for their assigned candidates. As each group performs, students will once again apply what they learned by identifying the techniques used and answer the same questions from the ones created by each group.

Government Unit 4: Legislative Branch

1. Description:

In this Unit Students will study the main aspects of the Legislative Branch and will answer these key questions:

- What makes an effective legislator?
 - analyze the formal and informal qualifications for members of Congress.
 - identify the enumerated powers of the legislative branch and the checks provided by the Constitution to that branch on the other branches of government.
 - compare the organization of the legislative branch at the national and state levels.
 - analyze graphs, tables, diagrams, and political cartoons to understand the responsibilities and challenges of being a legislator.
- How do laws really get made?
 - explain the formal process of how a bill travels through Congress, including the role of committees.
 - identify other factors that influence the lawmaking process.
 - practice their persuasive speech and debate skills.

2. Sample Assignment

After completing 3/4 of the Reading Notes for this chapter, students will have an experiential activity, in which they will create a mock House of Representatives to experience the steps of the legislative process. The activity has three phases: organizing the House, working in committee, and debating and voting. At the end of each phase there will be a debrief to discuss

how the process went and how similar/different it was to what happens in Congress. After the activity concludes the students will complete the final section of Reading Notes during which they will Create a flowchart of all the possible things that can happen to a bill after it passes the House and Senate, including the following: conference committee, presidential veto, and congressional override.

Government Unit 5: The Executive Branch

1. Description:

In Unit 5 Students will study the main aspects of the Executive Branch and will answer these key questions:

- What qualities do modern presidents need to fulfill their many roles?
 - compare the formal and informal qualifications of national, state, and local chief executives.
 - identify the responsibilities and roles of the modern president and the ways in which presidential power has increased over time.
 - explain the organization and functions of the executive branch.
 - describe the role and impact of government bureaucracies.
 - evaluate the current president based on performance in various presidential roles.
- Does the federal government budget and spend your tax dollars wisely?
 - examine the historical and modern roles of the president and the executive branch in the budget process.
 - analyze the responsibilities and budgets of selected departments in the federal bureaucracy.
 - compare the ways in which the national, state, and local governments raise revenue and make expenditures.
 - defend a position on how well the federal government budgets and spends tax dollars.

2. Sample Lesson:

To conclude the roles of modern presidents, poll the class, either on the board or have them respond electronically from their phones to make it anonymous via a poll tool such as *polleverywhere*, recording their responses to the following questions:

- How many of you think you could be president?
- How many of you would want to be president?
- Of those who do not want to be president, what are your reasons?

Then have students read the “Power, Politics, and You” section of the chapter after which Facilitating a class discussion responding th the following questions:

- How do the survey results compare to our classroom poll?
- Do you agree with the survey results? Why or why not?
- What kind of person do you think should be elected president?

After the discussion students will apply what they have learned by creating and conducting an opinion survey to evaluate the current president’s job performance. In an election year, consider having students instead create and conduct an opinion survey on the strength of the presidential candidates for each of the eight presidential roles or write and submit a letter to the editor supporting one or more candidates.

Government Unit 6: The Judicial Branch

1. Description:

- How is the U.S. judicial system organized to ensure justice?
 - identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among the various types of courts.
 - determine the role that judges play in the court system and describe the ways they are appointed.
 - explain the structure, function, and process of the Supreme Court.
 - state and support an opinion on how effective the U.S. judicial system is in ensuring justice for all.
- From doing the crime to doing time: How just is our criminal justice system
 - identify the constitutional rights of individuals in the criminal justice system.
 - describe what happens during each stage of the criminal justice process.
 - explain how an individual’s due process rights uphold the principles of limited government and judicial review.
 - analyze whether a defendant was afforded due process in the criminal justice system.

2. Sample Lesson:

At the conclusion of the Unit have students apply what they have learned about the Judicial Branch by writing a letter to the editor of a local newspaper taking a position on this question: *From doing the crime to doing time: How just is our criminal justice system?* The letter must contain:

- the name and address of the newspaper.
- a clear position statement.
- at least three arguments that incorporate examples, court cases, quotations, or statistics from the reading.
- references to two constitutional articles or amendments.
- a strong conclusion that reiterates your position statement.

Government Unit 7: The United States and the World

1. Description:

Students will conclude the first half of the course by looking at how American Democracy affects the World and will answer these key questions:

- How should the United States conduct foreign policy?

- identify and give examples of U.S. foreign policy goals.
- identify the tools used to carry out U.S. foreign policy.
- describe the powers that the U.S. Constitution gives the president and Congress in the area of foreign affairs.
- analyze U.S. involvement in a current foreign policy event as reported in a news article.
- How effectively do international organizations respond to global issues?
 - identify the purposes and functions of various types of international organizations.
 - contrast the strengths and limitations of international organizations.
 - debate a global issue from the perspective of a specific country.
 - evaluate the goals and work of an international organization.

2. Sample Assignment:

After reading the "Power, Politics, and You" section, students will look at the pros and cons of globalization.

They will share their opinions by creating a human spectrum in the room ranging from "Strongly Agree" to "Strongly Disagree." Read each of the following statements aloud then have volunteers arrange themselves along the spectrum according to their personal beliefs. Then hold a brief discussion in which each student (or choose a few if time is limited) defends his or her placement. Repeat the process with new volunteers for each statement.

- Globalization is turning the world into a consumer colony of the United States.
- Globalization will give us new ways not only to appreciate other cultures, but also to look on our own culture with fresh wonder and surprise.
- Globalization is an unstoppable force.

Have students apply what they learned activity, by reading a news article and analyzing U.S. involvement in a current foreign policy event. Hold a class discussion sharing their current events and analyses in pairs or with the class.

Economics Unit 1: The Economic Fundamentals

At the beginning of 2nd Semester, the focus will shift primarily to applying economic principles within the government structure they have been learning about from the beginning of the year

1. Description:

The purpose of this unit is allow students to understand the basic principle of economics and how they play out in their everyday life. The goal of this unit is for students to understand how the laws of supply and demand determine who gets what in an economy. Using primary and secondary resources, as well as the course text, students will participate in a hands on activity

to identify goods and services, factors of production, and the trade-offs and opportunity costs of economic decisions in market and command economies.

Essential Questions for Unit 1:

- How can you think like an economist?
- Why can't you always get what you want?
- Who or what decides what you get?

2. Sample Assignment:

In a Social Studies Skill Builder, students play the *Economics Is Everywhere* game to identify goods and services, factors of production, and the trade-offs and opportunity costs of economic decisions. As each round of the game is played students will follow up by completing the corresponding section of Reading Notes from the text. After the last round is completed, tally points and announce the winning teams, then Debrief the activity by holding a class discussion on the following questions:

- Based on what you learned in the lesson and the activity, why can't you always get what you want?
- How does scarcity affect your daily life?
- What are some of the opportunity costs of your daily decisions?

Economica Unit 2: How Markets Work

1. Description:

The purpose of this unit of study is to allow students to understand and analyze supply and demand and the economic factors that influence production, competition, and price in the market. The goal of this unit of study is for students to be able to explain how equilibrium prices is set, the effects of price ceilings and price floors, and the economic effects when markets do not function perfectly. In this unit students will conduct research and analyze an industry case study that demonstrates how their industry exemplifies the characteristics of one of the imperfect market structures.

Essential Questions for Unit 2:

- What are demand and supply, and what factors influence them?
- How do you know when the price is "right"?
- What happens when markets do not work perfectly?

2. Sample Assignment:

In small groups students will analyze a series of newspaper headlines to determine whether the information will shift the demand or supply curve to the left or right or cause a change in the quantity demanded or supplied along the curve. After each headline groups will share their conclusions with the class and the graphs will be drawn on the smart board to ensure all groups have correct information to work from. To wrap up this activity students will apply what they have learned and use newspaper headlines to draw demand and supply curves that reflect how the news will affect the curves for a related product.

Economics Unit 3: Economic Institutions and Organizations

1. Description:

This unit asks students to analyze the role of economic institutions and individuals on the economy. Through direct instruction, conducting case studies, reading the primary course text, and participating in hands on exercises, students will identify the role of key economic organizations and examine how much power and influence these organizations have on the economy. Direct instruction, primary and supplemental texts, as well as collaborative grouping strategies are used to help the students understand and then analyze important concepts, such as sole proprietorship, partnerships, and corporations to develop and present business plans to investors.

Essential Questions for Unit 3:

- How should you spend, save, and invest your money?
- How do entrepreneurs use their resources to start businesses?
- Why is it important to develop your human capital?

2. Sample Assignment:

Students will develop a portfolio of personal finance activities to help them determine what they believe about money, how to create a budget, balance a check register, write a check, use credit wisely, and learn how to save and invest for retirement. Students will also participate in a semester long simulation game where they compete against other teams in their class playing the stock market.

Economics Unit 4: Economics and the Public Sector

1. Description:

Unit 4 challenges students to explore the influence of the US government on the economy. Students will use both direct instruction and the primary text to understand issues around taxation and to participate in debating tax proposals. The desired outcome for this unit of study is for students to understand what powers and influence taxes and the government have on the market.

Essential Questions for Unit 4:

- How should the U.S. government carry out its economic roles?
- Who and what should be taxed?

2. Sample Assignment:

In a Response Group activity, students will assume they are residents of a town with a budget deficit. The mayor has invited them to attend a town meeting to discuss which of four tax proposals the town council should adopt to balance its budget. Students will be grouped and given one of the four proposals to prepare for the mock town meeting. During the meeting a group spokesperson will present the group proposal and arguments. Townspeople will then present concerns for each proposal and each spokesperson will defend their position. After all proposals have been presented a poll of the towns people will be taken to determine which proposal is most favorable. After the meeting has been adjourned debrief the activity by asking:

- How did it feel to be a town resident?
- What factors influenced which tax proposal you found most favorable? Least favorable?
- If your town faced a similar budget deficit, which proposal would you support? Why?
- In general, who and what should be taxed on a local level? State level? Federal level?

To apply what they learned in the activity, students will write e-mails to the mayor taking positions on who and what should be taxed to build a proposed fire station. Hold a class discussion for students to share their e-mails with a partner or having volunteers read their e-mails to the class.

Economics Unit 5: Measuring and Managing the Economy

1. Description:

This unit requires students to analyze how economists measure US economic health by participating in Visual Discovery activities, examining case studies, interpreting data and primary source photographs related to key economic indicators. The desired outcome for this unit is for students to be able to make policy recommendations based on a thoughtful analysis of multiple resources and their own research.

Essential Questions for Unit 5:

- How do economists measure a nation's economic health?
- How do policy makers use fiscal and monetary policy to stabilize the economy?

2. Sample Assignment:

Find and read a news article that describes a recent fiscal or monetary policy action taken to stabilize the economy. Determine whether you think this policy will be effective in achieving its purpose. Express your opinion and your reasoning by doing one of the following or by designing your own option:

- Compose a song.
- Create a short video.
- Design a magazine cover.
- Draw a political cartoon.
- Write an editorial.

In your response, summarize the details and goal(s) of the policy action. Identify the action as either fiscal or monetary, describe its likely outcome, and explain whether you think it will be effective.

Economics Unit 6: Globalization and the Global Economy

1. Description:

The desired results for this unit of study are for the students to gain an understanding of how Globalization has impacted the US economy. Students will understand how goods are exported and imported. Students will examine the roles of proponents and critics of globalization, participate in a series of debates, and write blogs evaluating whether the benefits of globalization outweigh the costs.

Essential Questions for unit 6:

- How do countries conduct trade in the global economy?
- Do the benefits of globalization outweigh the costs?

2. Sample Assignment:

Students will participate in three debates about the costs and benefits of globalization. To prepare for the debates, they will gather evidence about the economic, environmental, and cultural effects of globalization. Afterward, they will write blogs evaluating whether the benefits of globalization outweigh the costs. Students will be paired such that one is a proponent and one is a critic of globalization. Debates will be within partners and will last 2 minutes each round. A prompt will be provided to get them started. After each round students will complete their Reading notes for the appropriate section then share their response to the essential question. After all rounds have been completed in like fashion for each issue, students will then write an online journal or blog. Blogs will be hung on the class walls and students will read and comment on as many blogs as possible, and reply to at least two, in the time allotted. Upon completion of the activity have the class discuss these questions:

- In your own words, how would you define *globalization*?
- What are some of the benefits of globalization? What are some of the costs?
- Do the benefits of globalization outweigh the costs? Why or why not?

AP Government and Politics United States

Basic Course Information:
Title: AP Government and Politics United States
Length of Course: Half Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? YES
Prerequisite: 11 th Grade United States History (recommended)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 12 th
Course Description: This course is adopted from The College Board Advanced Placement Program . Please refer to their course list for a full course description.

AP United States History

Basic Course Information:
Title: AP United States History
Length of Course: Full Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? YES
Prerequisite: English 2A / 2B with a grade letter "A" (required)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 th
Course Description: This course is adopted from The College Board Advanced Placement Program . Please refer to their course list for a full course description.

Honors World History A

Basic Course Information:
Title: Honors World History A
Length of Course: Half Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? YES
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 10 th
Course Description: Honors World History A taken with Honors World History B are aligned with Common Core and California State Content Standards. Grade level appropriate coursework and expectations are followed in this survey of world history from the Industrial Revolution to modern

times. With rigor, depth, and breadth of content and assignments, and through directed reading and writing assignments, students focus on concepts related to the analysis of themes and events in history. Students will gain experience with chronological and spatial thinking, historical research, thinking critically and supporting analysis with evidence, perspective, and point of view, and historical interpretation. Students engage in several writing assignments and projects. Questions and activities are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course. Students will conduct multiple in-person presentations through various platforms such as class discussion, digital media, and debate amongst their peers in multiple Socratic seminars. Students are to form an idea of empathy for these figures of history in order to understand the pattern taken of these world leaders throughout history. Students are to be responsible for their pace of units and the rigorous work that is assigned.

Unit 1: Ancient Civilizations

This Unit is designed to introduce students to the foundations of civilization, political ethical thought, and the legitimacy of power. As societies found ways to produce an agricultural surplus, they established permanent settlements and formed more complex governments. In the ancient world, most rulers held power based on might or the will of the gods. Over time, however, some societies began to explore the rule of law and a foundation of ethical systems. This development is traced through the origins of the human species, the first civilizations in the Middle East and in South and East Asia, and the migrations and movements of ancient peoples, including the Phoenicians and Hebrews.

Conduct research on a significant historical topic and present that information in writing. Compose an essay that compares and contrasts the development of ethical political ideas, the rule of law, and the legitimacy of power. Interpret maps showing the growth of empires and the movement of people. Read and understand historical text and demonstrate comprehension through various activities. Students will create a “code of Hammurabi pamphlet book” explaining the ten most important laws that relate to today’s laws.

Unit 2: Democracy Takes Root

This Unit discusses the roots of Democracy. This Unit traces the development of Western Civilization, particularly Western Democracy. Greco-Roman culture and thought, preserved and spread through Alexander the Great's Hellenistic age, have a profound impact on modern Europe and the United States. Christianity also emerges as a separate religion, contributing its own ideas on equality and ethics. Parallels are also drawn between the rise and fall of Western classical empires and empires in the East.

Conduct research on the Silk Road and present it visually or in writing. Compose an essay that assesses the impact of Greek and Roman ideas about the rule of law and the illegitimacy of tyranny compare and contrast the development of ethical political ideas, the rule of law, and the legitimacy of power. Interpret maps showing the impact of geography, the growth of empires, and the spread of religions. Analyze primary source texts and compare different documents on the same topics and events. Read and understand historical text and demonstrate comprehension through various activities. Students will analyze a battle of Alexander the Great’s in modern day Turkey. Students will conduct a digital presentation regarding the rise of India and China’s early civilizations.

Unit 3: The Middle Ages and Renaissance

The Middle Ages and Renaissance. This Unit explores the world views of the Middle Ages and the Renaissance. The Eastern Empires preserve Greco-Roman knowledge after the fall of Rome. Meanwhile, Western Europe fractures into the decentralized feudal system. Following the Black Death and the Crusades, Western Europe is reborn in the Renaissance as scholars renew a rational study of science, art, and politics.

Students will conduct research on a socio-economic aspect of one of the societies they study and share that as a podcast, video or presentation. Conduct research on a Renaissance work of art and add their research to a wiki. Compose an essay that assesses the impact of religion on the Medieval and Renaissance world. Compare and contrast the development of ethical political ideas, the rule of law, and the legitimacy of power. Interpret maps showing the impact of geography, the growth of empires, and the spread of religions. Analyze primary source texts and compare different documents on the same topics and events. Read and understand historical texts and demonstrate comprehension through various activities.

Students will conduct an “essay preparation” workshop. Students will conduct a group essay of 10 pages with roles assigned on an influential figure of the time period. Students will also complete a role-playing skit show called “History Tonight” in the fashion of a talk show, students are asked questions that their groups have completed in the essay which is already completed.

Unit 4: Revolution on Thought

Revolutions in Thought. This Unit follows the political and intellectual revolutions that transformed Great Britain and its colonies into representative democracies. U.S. democracy began with the demands of Englishmen for a voice in their democracy. From the Magna Carta to the English Civil War, to the Glorious Revolution, the role of the British monarchy shifted and diminished. Intellectuals developed more scientific ways to look at the world and applied these to political philosophy. Using new innovations, Europeans set sail to explore Africa and the Americas, discovering advanced civilizations and empire. With the advantage of superior military technology, the Europeans conquered the people of the Americas. The European powers established trading routes, including the terrible Trans-Atlantic Slave Trade that spread goods, ideas, and people. The European powers also formed colonies in the Americas. Great Britain eventually dominated in North America. When Great Britain refused to grant their colonists equal representation as Englishmen, the American colonists revolted and established the United States. To govern their new country, the founding fathers established the U.S. Constitution and the Bill of Rights.

Students will conduct research on a philosopher of the Age of Enlightenment and share that as a sketch, song, story, or video. Evaluate the legacy of Christopher Columbus and the European explorers and present that opinion as a blog or podcast. Compose an essay that examines the impact of British democratic traditions on the American Revolution and assesses the validity of the colonial justification for independence. Analyze primary source texts and compare different documents on the same topics and events. Read and understand historical text and demonstrate comprehension through various activities. Students will compare and contrast the ideas of Thomas Hobbes and John

Locke with scenarios in a "4 corners" activity. Thesis statements are made to encourage essay building skills.

Unit 5: Political Revolutions in Europe

Political Revolutions in Europe. This Unit follows revolution as it spreads to Europe. France's support of the U.S. revolt against Great Britain was costly, financially and politically. To pay for this debt, King Louis XVI called a meeting of the Estates General. Class resentments fractured the Estates General, leading the common men of the "Third Estate" to demand a new constitution for France. Tensions rose and France erupted in violent revolution. Napoleon Bonaparte gained power during the French Revolution and declared himself First Consul and, later, Emperor of France. The other monarchs of Europe worked together to put a stop to Napoleon's expansion. Once rid of Napoleon, representatives to the Congress of Vienna attempted to create a more stable balance of power. Ideas, however, cannot be erased from people's minds. Alongside the Enlightenment concept of liberty, the idea of national began to take root. European colonies in the Americas demanded their independence. Nationalist movements redrew the map of Europe as smaller kingdoms joined into modern nation-states in Italy and Germany.

Research protest songs, analyze one protest song and then write a song of their own advocating for change. Students are to read primary sources on Napoleon's escape from Elba. Compose an essay evaluating the legacy of Napoleon. Analyze the cause and effect of events in 19th-century world history in Europe and in the Americas. Analyze primary source texts and compare different documents on the same topics and events. Use maps to understand the changing borders of Europe during the 19th century. Read and understand historical text and demonstrate comprehension through various activities. Students will conduct a live role playing activity over the course of a two day span that will put the students into the roles of the 3 estates. Students will conclude this live role playing lesson with the selection process of the Reign of Terror. Students are assigned the position of king and queen, nobles, clergy and peasants with the highlight of one student being Robespierre to show leadership in the classroom.

Honors Final Exam Details:

PART 1 – Students will take a 50 question multiple choice test that will reflect the totality of the Second semester's learning. This will contain 10 questions from each of their units from this semester. These will consist of true or false, and matching the correct terms to the question being asked.

PART 2 – Students will be tasked with completing 2 short answers on the topic of World War 1. The first question will be based on the rise of the war (using the M.A.I.N. theory). The second question will ask the students how the war altered the feelings of America and Germany after the war.

PART 3 – Students will write a 1 page response (300 words) to the topic of compare and contrast World War 2 and the Cold War. Students must include references of incidents and events, ideologies, leaders, countries that participated, and terminology to show their understanding of the two time periods.

Honors World History B

Basic Course Information:	
Title: Honors World History B	
Length of Course: Half Year	
Subject Area: History/Social Science (A) / Civics / American Government	
UC Honors Designation? YES	
Prerequisite: None	
Co-requisites: None	
Integrated (Academics / CTE): No	
Grade Levels: 10th	
<p>Course Description: Honors World History B taken in conjunction with Honors World History A are aligned with Common Core and California State Content Standards. Grade level appropriate coursework and expectations are followed in this survey of world history from the Industrial Revolution to modern times. With rigor, depth, and breadth of content and assignments, and through directed reading and writing assignments, students focus on concepts related to the analysis of themes and events in history. Students will gain experience with chronological and spatial thinking, historical research, thinking critically and supporting analysis with evidence, perspective, and point of view, and historical interpretation. Students engage in several writing assignments and projects. Questions and activities are designed to engage higher order thinking processes and provide opportunities for practical applications of the concepts developed within the course. Students will conduct multiple in-person presentations through various platforms such as class discussion, digital media, and debate amongst their peers in multiple Socratic seminars. Students are to form an idea of empathy for these figures of history in order to understand the pattern taken of these world leaders throughout history. Students are to be responsible for their pace of units and the rigorous work that is assigned.</p>	
Unit 6: Industrial Revolution and Imperialist	
<p>This Unit is designed to explore the Industrial Revolution and the changes it brought to the world economy and people's lives. Innovation in Great Britain and then the rest of the Western World spurred economic growth. Economic philosophers described and explained the new economy and its impact on people's lives. Industrialization spurred the need for more raw materials and new markets. Western nations took political and economic control of other nations, sparking lasting consequences. The effects of imperialism in Africa, Asia, and Latin America continue to impact the world today. Students retrace back to the importance of the triangle trade and the reasoning for imperialism as a precursor for the wealth made directly before World War 1. Students also pick an inventor to create a digital portfolio.</p> <p>Compare and contrast the pre- and post-industrial ages. Describe the economic and social changes that resulted from the Industrial Revolution. Students will see primary sources of industrialized towns and explain what region and time period these are from. Explain why Great Britain was the first country to industrialize. Trace the spread of the Industrial Revolution throughout the world. Summarize the economic philosophies of the Industrial Revolution. Understand the importance of the innovations of the Industrial Revolution. Identify the motivations of imperialism. Describe the different forms imperialism took. Evaluate the effects of imperialism. Students create a digital</p>	

portfolio online with one inventor of the Industrial Revolution. Students will be quizzed on locations of a global map to better familiarize themselves with the world's resources. Students will write self-reflections on resources and their importance, good or bad. Students will investigate the genocides and hardships in Africa due to the industrial revolution.

Unit 7: World War I

State Standard 10.5. This unit covers the rise and conclusion of World War I. This Unit examines the war between the European powers that impacted the entire world. During the late 19th century, the kingdoms of Europe formed modern nation-states. Imperialism and industrialization created intense competition between these nations. Secret alliances between the European powers meant that any conflict could drag the entire continent into war. The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian emperor, set a match to this volatile powder keg. It quickly became clear that there would be no quick end to this brutal war as the front lines of trenches rarely moved more than a mile in either direction. New weapons, such as poison gas and submarines, made war even more horrible. The suffering people of Russia deposed their tsar in a socialist revolution and Lenin, now in power, made a separate peace with the Germans. Fortunately for the Allies, the United States joined the fight. U.S. President Wilson hoped to promote peace in the post-war world. His efforts failed as he fell ill and the U.S. Senate refused to ratify his plan. The Treaty of Versailles harshly punished Germany and planted the seeds of World War II. The upheaval of World War I affected culture and encouraged nationalist movements throughout Asia. Students will conduct a group project regarding the weaponry of the war. Students will look into the political landscape of the United States of America to see the root of why the country did not join the war.

Students will conduct research on a significant historical topic and present that information in writing or as part of a podcast regarding the leaders of the countries in the 50 years before the World War. Compose an essay that debates the responsibility for World War I amongst the countries participating in this war. Connect cause with effect leading up to, during, and immediately after World War I. Analyze propaganda posters for their use of propaganda techniques and significance during World War I. Create a propaganda poster that shows an understanding of the techniques of propaganda. Interpret maps showing the territorial changes of World War I. Read and understand historical texts and primary sources and demonstrate comprehension through various activities. Students will make a map of the ethnic groups of Europe. Students will conduct a group project with an in-class presentation of their innovation of weaponry or medical supplies for the World War. This is to be done in a "infomercial" style with all students speaking to the class on their products' uniqueness.

Unit 8: World War II

World War II. This Unit assesses the causes and effects of World War II. Following World War I, Communism tightened its grip on the Soviet Union. Stalin followed Lenin and used totalitarian methods to institute a series of Five-Year Plans, designed to strengthen the Soviet Union. After an initial boom, the United States economy went bust, dragging Europe's delicate recovery down with it. During this global depression, people were drawn to fascism. Fascist governments in Italy, under Mussolini, and Germany, under Hitler, aggressively expanded their borders, drastically suppressed dissent in their own countries, and violently persecuted minorities, like the Jewish people. Initially, the other nations of Europe practiced appeasement. Inevitably, however, Europe collapsed into war. Germany's ally in Asia, Japan, also pursued a policy of expansion. Anticipating the United States would eventually enter the war, Japan bombed U.S. naval ships at Pearl Harbor. Once again, the United States entered World War II. Britain and Russia, holding strong against the Nazi expansion, were

joined by the United States, first in North Africa, then Italy, and then on the beaches of Normandy, France. In the Pacific, the United States used the tactic of island-hopping to break Japanese control of the Pacific. Facing a long and costly war in the Pacific, the United States made the deadly decision to drop two atomic bombs on Japan, ending World War II. World War II drew nations from around the globe into conflict and left devastation across three continents. Global leaders were determined to create a safer post-war world. Students understand the rise of totalitarian dictatorship with current day concepts. Students are to understand how economy will sway opinions of the people in selected countries.

Conduct research on a significant historical topic and present that information in writing or as part of a podcast. Compose a letter that describes the totalitarian system under Stalin. Write an essay that debates the decision to drop the atomic bomb. Connect cause with effect leading up to, during, and immediately after World War II. Analyze propaganda posters for their use of propaganda techniques and significance during World War II. Interpret maps showing the strategies of World War II. Read and understand historical texts and primary sources and demonstrate comprehension through various activities. Students are to find a concentration camp outside of Germany and Poland to conduct a 3 page essay response. Students are to compare and contrast the leaders of Stalin and Hitler in their concepts of totalitarian dictatorship. Students will compare and contrast the use of network and broadcast for Mussolini, Churchill and Roosevelt .

Unit 9: The Cold War

This Unit tackles the Cold War. This Unit explores the new world order following World War II. In an attempt to prevent future global wars, the nations of the world formed the United States. The United Nations was hampered by fighting between its two strongest members: the Soviet Union and the United States. Although the Soviet Union and the United States were allies during World War II, there was a lot of distrust between these two powers. Their conflict would come to define global politics in the decades following the war. These two superpowers divided Europe into two spheres of influence: NATO in the West and the Warsaw Pact in the East. On the other hand, the U.S. rebuilt Japan, a former enemy, into a global economic power. The U.S. and Soviet struggle for power played out in proxy conflicts throughout the world: Vietnam, Korea, Cuba, and elsewhere. Meanwhile, decolonization in Asia and Africa created independent nations that still struggled under the effects of imperialism. U.S. and Soviet competition made conflicts in South Asia and the Middle East even more dangerous.

Conduct research on the Cold War and present that information as part of a timeline. Write an essay that evaluates the roles a country's form of government plays in its economic development. Connect cause with effect during the Cold War. Organize Cold War events in a timeline. Interpret maps showing the alliances of the Cold War. Interpret maps showing the territorial changes during decolonization in Asia and the Middle East. Read and understand historical texts and primary sources and demonstrate comprehension through various activities. Conduct a digital portfolio of a Middle Eastern leader of the time period. Students will debate on the goals and ideas of communism against democracy. Students will have a handout to fill out while providing a source from where they received their information from. Students will compare and contrast a country from the Eastern block from the decade of the 1970's in reference of today's statistical information of the economy, government, life span and sense of happiness the country registers as.

Unit 10: Capstone Project – An Interconnected Globe

This Unit takes on the idea of an Interconnected Globe. This Unit explains the global issues that influence our lives today. The Soviet Union could not keep up with the Cold War spending of its capitalist rival, the United States. As the Soviet Union weakened, it lost control of its satellite states and republics. The Soviet Union dissolved into a federation of states, led by Russia, and many of the former Warsaw Pact nations instituted democratic reforms and joined NATO. Europe banded together to create an economically and culturally unified continent, though there are serious challenges to that unity. A global economy increasingly connects the nations of the world. The United States and its allies face new, stateless enemies in the forms of the global drug trade and international terrorism. The global problems of today will require international, cooperative solutions.

Students are to conduct research on an environmental topic and present that information in a format of the student's choosing. Predict the future outcome of current global issues by writing a news article from the future. Read and analyze current events news articles and then share that information through a podcast, video, or blog. Write an essay that evaluates the role of technology in the world today. Connect cause with effect for the collapse of the Soviet Union and the end of the Cold War. Interpret maps showing demographic information for the modern world. Read and understand historical texts and primary sources and demonstrate comprehension through various activities. Students are to conduct a digital reflection on the topic of "how can we help the world?" This will be done as a miniature sales pitch fashion, half of the students will be seated along the wall with a table to discuss their plan with the other half of the class, at the halfway mark students that were standing and hearing the sales pitches will then be seated at these locations and it will be their turn to tell sales pitch to the standing group.

Honors Final Exam Details

PART 1 – Students will take a 50 question multiple choice test that will reflect the totality of the Second semester’s learning. This will contain 10 questions from each of their units from this semester. These will consist of true or false, and matching the correct terms to the question being asked.

PART 2 – Students will be tasked with completing 2 short answers on the topic of World War 1. The first question will be based on the rise of the war (using the M.A.I.N. theory). The second question will ask the students how the war altered the feelings of America and Germany after the war.

PART 3 – Students will write a 1 page response (300 words) to the topic of compare and contrast World War 2 and the Cold War. Students must include references of incidents and events, ideologies, leaders, countries that participated, and terminology to show their understanding of the two time periods.

U.S. History

Basic Course Information:

Title: U.S. History

Length of Course: Full Year

Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? No
Prerequisite: World History (required)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 th Grade
Course Description: The United States history class is designed to give students knowledge of past civilizations and their histories and how these have a bearing upon the modern age. A brief review of the past to the Age of Enlightenment will be covered with the main focus of the course being the twentieth century to the present day with regards to political, religious, economic, and social traditions.

U.S. History A and B

Basic Course Information:
Title: U.S. History A and B (Online Version)
Length of Course: Full Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? No
Prerequisite: World History (required)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 th Grade
Course Description: This course is adopted from Cyber High . Please refer to their course list for a full course description.

World History A and B

Basic Course Information:
Title: World History A and B (Online Version)
Length of Course: Full Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? No
Prerequisite: World History (required)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 10 th Grade
Course Description: This course is adopted from Cyber High . Please refer to their course list for a full course description.

World History / Geography / Cultures

Basic Course Information:
Title: World History / Geography / Cultures
Length of Course: Full Year
Subject Area: History/Social Science (A) / Civics / American Government
UC Honors Designation? No
Prerequisite: World History (required)
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 10 th Grade
Course Description: In this course students examine major turning points in the shaping of the modern world, from the eighteenth century to the present. The year 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, focusing on political, religious, economic, and social traditions.