Course Title: American Government

Course #: 1641

Course Description: American Government increases the political knowledge and sophistication of the student who is about to vote. This course is designed for the senior student. It challenges students to inquire about the American political system. A fair and balanced view of the workings of the American government is presented. Students study the roles, recruitment, and decision-making powers of the president, Congress, and Supreme Court. Current events are emphasized. This course is a requirement of the Social Science Department and meets the California state standards.

UC/CSU Approval: “a” approved

Grade Level: 12

Estimated Homework Per Week: 1-3 hours

Prerequisite: Completion of US History

Recommended Prerequisite Skills: time management, goal-setting, persistence, self-awareness, motivation, help seeking, progress monitoring, self-efficacy

Course Grade Scale:
- Homework 40%
- Current Events/Observations 10%
- Unit Exams 30%
- Final Exam 20%


Workload: On average students will be covering one segment of government studies per week, which normally means one chapter of a standard government textbook (about 10-20 pages of reading). Usually this means students will answer review questions for the chapter.
Current Event Projects: There are traditionally FOUR assignments. TWO of the projects are written reflection papers (about three typed pages) on national and international current events. TWO of the projects are observations of California state courts and a local government meeting (i.e. city council meeting).

Unit Exams: The THREE exams include multiple choice -- based on reading assignments and vocabulary; short answer questions based on process issues; and an essay based on larger philosophical matters.

Final Exam: This is a comprehensive exam on all THREE units of the course. The format is the same as the Unit Exams given during the semester.

Course Content

**Foundations of American Government**
This unit exams the philosophical and historical influences into the development of American government. First students learn about the various theories of how government comes into existence. Next students look into the colonial history of the United States and the development of the Articles of Confederation and the US Constitution. Finally we examine how federalism operates in an ideal environment.

**Structure of the United States Government**
This unit looks into the three branches of the US government. We also study how states and local governments differ in operation(s). There is specific review into how California functions (or not) within the federalism form of government. In each area we examine how a branch is structured and then how that branch operates within the separation of powers and checks and balances.

**Role of Every Citizen in American Government**
This unit discusses how each of us, as American citizens can participate in the US system. We examine the two-party structure of the current political system and voting behavior and trends in the United States. The unit also looks at the media and the role of public opinion in steering the political agenda. Students then examine the rights of citizens and the difference between negative rights (civil liberties) and positive rights (civil rights). When there is time we complete the unit with an examination of US foreign policy and the role we play as citizens of a world superpower.
Course Title: American Popular Culture

Course #: 1649

Course Description: Popular culture—or pop culture—is the term used to describe cultural behaviors and patterns that are favorites of large numbers of people. When you decide what you will bookmark on your phone or computer, what sports teams you will support, what clothes you will wear or how you will talk to your friends, you are participating in—and shaping—pop culture. This course will explore American popular culture against a backdrop of 20th century United States history. We will begin the year by defining popular culture, and then exploring how that culture is shaped by history, and vice versa. Students will consider the interplay of history and topics such as sports, music, fashion, print media, cultural icons, radio, television, movies, fads, technology and language. Class activities will include discussions, lectures, films, student presentations, and creative projects. Assessment tools will include regular homework assignments, quizzes, unit tests, short papers, and participation in class activities. While the course will be solidly tied to United States history, this course is a supplement to the 11th grade United States history course which meets the United States history requirement.

UC/CSU Approval: “g” approved

Grade Level: 11-12

Estimated Homework Per Week: limited reading; 0-30 minutes per week

Prerequisite: Recommended Prerequisite Skills:
- motivated to learn about American Pop Culture
- analytical writing (movie critiques)
- reading skills

Course Grade Scale:
- 30% - Journal Writing/Decade Projects
- 20% - Unit Tests/Reading Quizzes
- 15% - Final Project
- 35% - Daily Activities

Major Assessments/Units/Topics:
1950s
Unit 1: 3 weeks

Week 1: Historical Review- "Age of Conformity"
Week 2: Mainstream Cultural Examples
Week 3: Signs of a Counterculture

Topics: Consumer Culture, The Suburban Nation, The Birth of Television, Beginning of the Space Race, Youth Culture, Rock 'n' Roll

1960s

Unit 2: 3 weeks

Youth Culture: baby boomers grow up, the New Left, connection to the civil rights movement, Free Speech Movement (Mario Savio), "People's Park" in Berkeley, college campuses throughout America, Counterculture and the change in lifestyle Haight-Ashbury neighborhood, impact of Charles Manson...

Music: British Invasion (Beatles, Rolling Stones, The Who, The Grateful Dead, CSNY, Jimi Hendrix, Janis Joplin, "Mother's Little Helper"), Folk Music (Bob Dylan, Joan Baez, Arlo Guthrie), Woodstock vs. Altamont...

The traumas of 1968 (RFK/MLK assassinations, Tet Offensive, Chicago)...

Man on the Moon...

Sports: Green Bay Packers, Boston Celtics, Muhammad Ali

1970s

Unit 3: 3 weeks

Week 1: Historical Review- The Crisis of Authority
Week 2: Contemporary Design
Week 3: Culture of Despair and Disillusionment

Content for Lecture and Discussion for Unit 3 will include:

America's Distrust of Government: Watergate, Vietnam, Pentagon Papers, inflation and unemployment...

Politics: rise of the New Right, Moral Majority...

Women's Rights: Roe v. Wade, birth control, workplace inequality, equal rights amendment...

Sports: Munich Olympics, Mark Spitz, Steelers, Reds/Yankees/Athletics, Hank Aaron home run record, Rumble in the Jungle, "When We Were Kings"

Music: Disco, Saturday Night Fever, the Bee Gees...

Movies: Star Wars, Jaws, the Godfather, Rocky, Apocalypse Now, Taxi Driver...

Cults: Jonestown
1980s

Unit 4: 3 Weeks

Week 1: Historical Review- "Age of Reagan"
Week 2: Yuppies Invade
Week 3: Culture of "New Right"

Politics in the 1980s: Reagan Revolution, Reaganomics, New Right, Sunbelt, Moral Majority, and Christian Coalition...

Television...beginning of cable news, ESPN, MTV, beginning of talk shows, testing the medium, stretching it, seeing what can be done with television. Experimental time that has profound impacts on the television we see today...

Music: impact of MTV, Whitney Houston, Michael Jackson, Madonna, Prince, Duran Duran...Live Aid

Technology: Nintendo, Walkman, CD...

Sports: Magic and Bird-A Courtship of Rivals, 1984 Los Angeles Olympics, Mike Tyson, San Francisco 49ers...

Fashion: shoulder pads, perms, big hair, jean jackets, neon, Cyndi Lauper...

1990s

Unit 5: 3 weeks

Week 1: Historical Review- "An Era of Good Feelings?"
Week 2: Generation "X" and "Y"
Week 3: Dot-com Culture

Music: Grunge, Alternative Rock, Red Hot Chili Peppers, Nirvana, Pearl Jam, Sublime, Hip-Hop, Gangsta Rap, Dr. Dre, Snoop Dogg, Tupac, Notorious BIG, East vs. West Beef, Pop, Britney Spears, Backstreet Boys, New Kids on the Block...

Movies: Pulp Fiction, Clueless, Toy Story, Titanic, Austin Powers, Blair Witch Project, Wayne's World...

Fashion: Supermodels, neon, Grunge look, Skater subculture, the Rachel haircut...

Television: Friends, Seinfeld, The Simpsons, 90210, Fresh Prince of Bel Air...

Sports: Dream Team, McGwire vs. Sosa, Chicago Bulls, Michael Jordan, Harding vs. Kerrigan, Lance Armstrong, Dallas Cowboys, Duke Basketball (30 for 30), Mike Tyson, Tiger Woods, 1994 Women's World Cup...

LBGT, Gay Rights, AIDS epidemic...

2000s

Unit 6: 3 Weeks

Week 1: Historical Review- Shattered Dreams
Week 2: Inter Connected Culture

Week 3: Globalization and what it means to be an "American"

Technology and Communication: YouTube, camera phone, text messaging, Social Media, FaceBook, MySpace, Twitter, Instagram, Apple Products, iPod, iPhone, iPad, iTunes...

Television: The Daily Show with Jon Stewart, Birth of Reality Television Shows, The Bachelor, Laguna Beach, American Idol, South Park, The Wire, Mad Men…

Fantasy Literature and Movies: Harry Potter, Lord of the Rings films

Sports: USC Football (30 for 30) Patriots Football, Rebirth of Lakers Dynasty

Assessments at the end of each Unit will be either multiple choice questions or written assessment or a combination of both.

There will be a final project that takes the place of a final exam
Course Title: AP Macroeconomics

Course #: 1662

Course Description: This is a rigorous beginning Macroeconomics course that covers basic economic language, measurements of economic performance, national income and price determination, the study of the financial sector of the economy, and the basics of international trade and finance related to economics. It will move at an accelerated pace due to it being a semester course. There is not a lot of busy work but there is always plenty to be studied and worked on if you want to get an A in this course.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “a” approved

Grade Level: 12

Estimated Homework Per Week: 4-5 hours

Prerequisite: Completion of Alg 2/Trig or Pre-Calc with a grade of B or higher AND Completion of US History or Dual US History with a grade of B or higher.

Recommended Prerequisite Skills: Proficient at quadrant 1 graphs, logical thinker, previous AP classes a plus.

Course Grade Scale:
- Tests 35%
- Quizzes 25%
- Homework 20%
- Final 20%

Major Assessments/Units/Topics:

1. Introduction
The introduction is the same for both Micro & Macro classes. It involves basic concepts like opportunity costs, resources, positive vs. normative economics, the business cycle, models, production possibilities curve, comparative advantage and supply and demand for 1 good. (1 quiz, 1 Test)
2. Economic Indicators
This Unit will explore the three major ways we measure the economy: 1. Gross Domestic Product 2. Unemployment and 3. Inflation. The circular flow of model will also be discussed. (1 quiz)

3. AD/AS & Fiscal Policy
Unit 3 will explore the main model of this class, the aggregate demand and aggregate supply model. Fiscal Policy and the spending multiplier will also be discussed in depth along with the Phillips Curve. (1 quiz & 1 Test)

4. Money, Banking, & Monetary Policy
Unit 4 is all about the banking system, definition and measurement of money, the Federal Reserve, monetary policy, the money market and the loanable funds market. (1 quiz, 1 Test)

5. Trade & Foreign Exchange
Unit 5 covers The balance of payments, the foreign exchange market, and exchange rate policy. (1 quiz)

Current event assignments:
Over the course of the semester, 2 current event articles will be read and discussed with a short assignment on each.
Course Title: AP Psychology

Course #: 1647-1648

Course Description: AP Psychology is a survey course of the field of psychology. Psychology is the scientific study of behavior and mental events in humans and non-human animals. Some of the units covered in this course include: biological psychology (the brain and how it influences our behaviors and thoughts); behavioral psychology; cognitive psychology (mental experiences such as thinking and memory); developmental psychology; social psychology (how other people influence us); the psychology of sleep, dreams, and psychoactive drugs; and abnormal psychology or the study of mental illness. Students will have multiple opportunities throughout the year to perform psychological studies on other students on campus.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “g” approved

Grade Level: 11-12

Estimated Homework Per Week:
Reading 3-5 textbook pages per homework assignment plus notes on the reading. Homework can range from 6 to 15 pages a week of reading and note taking. Homework is not collected every class. Homework is usually collected every 2 to 3 class days.

Prerequisite: Completion of most recent English course with a grade of C or higher

Recommended Prerequisite Skills:
- Strong at keeping up with homework assignments and readings.
- Applies effective study techniques (distributive practice, testing knowledge through practice test questions, etc.).
- Help seeking when needed.
- Organization and time management.

Course Grade Scale:
- Chapter Study Guide: 25%
- Practice FRQs, Assignments, & Projects: 15%
- Chapter tests: 45%
- Final Exam: 15%
Semester I
1. Scientific Foundations of Psychology (6 days), {methods covered in this unit will be addressed across all units}
2. Social Psychology (8 days),
3. Biological Psychology (8 days),
4. Cognitive Psychology (14 days),

FINAL EXAM: Psychological Analysis of a Specific Mental Disorder

Semester II
1. Sensation and Perception (7 days)
2. Learning (6 days),
3. Developmental (6 days)
4. Motivation, Emotion, and Personality (10),
5. Clinical Psychology (10)

Semester II
Final Exam: Clinical Psychology Case Reports
Post-AP Exam Project: Group research on any psychological topic of interest and presentation

Chapter Study Guide Projects
Any project that has the student use textbook and class notes on relevant terminology replaces any need to turn in any other notes from the textbook.
Study Guide Projects:
Extra Credit

Extra credit assignments are available for every unit. Students can earn up to a 5% increase on their unit exams. The deadline for any unit’s extra credit is the unit's exam date. Extra credit work on previous units will be applied to the study guide category. Below are the extra credit options per unit. Students are always encouraged to propose alternative ideas for teacher consideration. **ALL extra credit assignments must be pre-approved by the instructor. Do NOT embark on an idea without first meeting with me to discuss the project.**

**Rotating Extra Credit Options per Unit**

- **Psychology YouTube Channel Submissions**: make informational videos of applications or demonstrations of concepts from psychology. This cannot be your voiceover a presentation only. It is recommended that any ideas be brought to me first for refining (if needed) and approval.
- **Information and visually rich posters or class installations** that can be used for demonstrations or learning aid.
- **Semester long extra credit project: AP Psychology Exam Preparation Study Guide**. The aim of this guide is to be used and shared by AP Psychology students in their preparation for the May exam. Prior to starting, review published review books. Although long summaries are not needed for this assignment, the guide must be detail rich, comprehensive, visually rich (use color coding/schemes, and visual aids), and highly organized. Practice questions and keys should also be a part of the guide. This extra credit project would be turned into an iBook or some other easily shared and used format. **Credit assigned is significant for those who do this project and do it as instructed.**

**Course Outline**

**Semester I**

1. **Scientific Foundations of Psychology (7 days)**, *(methods covered in this unit will be addressed across all units)*
2. **Social Psychology (8 days),**
3. **Biological Psychology (8 days),**
4. **Cognitive Psychology (14 days),**

**FINAL EXAM: Psychological Analysis of a Specific Mental Disorder**

**Unit I: Introduction to Psychology**

**Day 1: Welcome to AP Psychology & What is Psychology**

Welcome to AP Psychology

- Student Roll: declare your major or future!
- Syllabus — the approaches to psychology
Survey: questions per unit: When you are stressed, how do you cope or not cope with it? In one sentence; describe the worst high school class you have had and include what made it so bad; describe the best high school class you have had and include what made it so good; what do you hope to learn about in this class?

Psychology & Its Major Approaches
- Why study psychology?
- Defining psychology
- Core Philosophical Question of Psychology: Nature vs. Nurture
  - Activity: move the students across the room -- per debate question?

How Psychologists Make Claims About Human Nature

**Day 2: Research Methods of Psychology -- An Introduction**
The Dark History of Psychological Research
- Share HW studies: which are worst studies?
- Ethics in research: Why we study animals and the ethical principles to psychological research: informed consent, debriefing, protection from harm (physical and emotional) and discomfort, confidentiality, and participants are to be sufficiently informed.
- Longitudinal Studies
- VIDEO: Three Identical Strangers & video guide
  - Evidence: Nature drives personality vs. Nurture Drives Personality
  - Ethical Considerations: violations and possible harm caused
  - Consequences of this study?
  - New directions: What about genetic engineering?

Homework: writing the Study Guides by chapter
- **Concept Understanding**: define, explain, and apply concepts, behavior, theories, and perspectives.
- Create a Research Methods Study Guide -- this unit is especially critical -- it will be a central focus of one of the FRQs PLUS on the multiple choice exam (10-14% of the total)

**Days 3-4: Three Identical Strangers, Why We Need A Method, And Methods of Research**
Finish video and worksheet
- Discussion and complete worksheet (including questions about human nature)

Why We Need A Method?
- Lecture: the scientific approach to psychology and a reminder as to WHY we need it! Including the biases of thinking.
  - Hindsight bias
  - Overconfidence
  - Critical thinking

Extended Review concepts and methods from homework: theory, hypothesis, operational definitions, replication, case study, naturalistic observation, survey, wording effect, sampling bias, population, and random sample.
- Activity: small group work: share and develop examples of the methods and its strengths and limitations.
Days 5-6: Correlation and Experimentation
Review concepts and methods from homework; strengths and limitations of correlational and experimental designs
Lecture: The experimental method
  ● Activity: small group experimental ideas: hypothesis, independent variable, dependent variable, operational definition, conditions: experimental and control, and random assignment.
    ○ Social facilitation experiments
  ● EMAIL TEACHERS about next class for 5-10 minute experiment
  ● Activity: Correlation or experimentation? -- Considering different claims and what they scientifically suggest.

Day 7: Review of Scientific Foundations of Psychology
Activity: Social Facilitation Study -- run studies
Review concepts from homework & apply to social facilitation studies
Collect Study Guide for Scientific Foundations of Psychology

Unit II: Social Psychology

Day 8 (S.P. 1): Introduction to Social Psychology
  1. Introductory Activity: You and your spheres of influence
  2. Question: recall one example of when you witnessed someone doing something bad, mean, immoral, unethical. Why did he or she do it?
Attribution Theory And Explaining Motives
  ● Fundamental Attribution Error
    ○ Question: recall one example of when you did something bad, mean, immoral, unethical. Why did you do it?
    ○ Self-serving bias
  ● False Consensus Effect
  ● Confirmation Bias
  ● Just-World Hypothesis
  ● Halo Effect
The Nature of Conformity
  ● Solomon Asch
  ● Why and when we conform

Day 9 (S.P. 2): The Nature of Conformity & Obedience
The Nature of Conformity: why and when we tend to conform
  ● Normative and informational social influence
Obedience
  ● Milgram’s Studies
Deindividuation & The Power of The Social Situation
  ● Zimbardo
Day 10 (S.P. 3): Group Influences on Behavior and Mental Processes & The Bystander Effect


Video Clip: The Fog of War and the Cuban Missile Crisis -- When Groupthink Failed

Activity: the psychology of cults and small group share and analysis of cults.

Activity: Plato’s Gyles Ring

When we help others and when we don’t help
- Bystander Effect
- Empathy-Altruism Hypothesis

Day 11 (S.P. 4): The Nature of Prejudice

Review concepts from homework (Topic 9.4): altruism, bystander effect, social exchange theory, reciprocity norm, social-responsibility norm, conflict, social trap, mirror-image perceptions, self-fulfilling prophecy, superordinate goals, and GRIT.

Activity: Labels and Interactions

The Nature of Prejudice
- What is prejudice, stereotypes, discrimination, and ethnocentrism
  - Famous studies: Clark, Allport,
- Social, Emotional, and Cognitive Roots of Prejudice
  - Scapegoat theory
  - Ingroup and outgroup dynamics and Outgroup homogeneity bias
  - Other-race effect
  - Implicit Racial Associations
- How to Combat Prejudice
  - Empathy-altruism hypothesis
    - Elliot & Accidental Courtesy
  - Superordinate Goals

Days 12-14 (S.P. 5-7): The Science of Attraction

Review concepts from homework (Topic 9.6): aggression, frustration-aggression principle, social script, the biopsychosocial understanding of aggression,

Small group and class discussion: Do violent video games teach social scripts of violence?

Survey analysis?

The Science of Attraction
- Proximity and the mere exposure effect
- Physical Attractiveness
  - Evolutionary Psychology and cues to health (physical features), fertility, and resources
  - Activity: Average faces win
- Similarity
- Romantic Love: passionate love, companionate love, equity, and self-disclosure

UNIT PROJECT: design and execute an experiment studying one variable of attraction. Follow project directions. Study Topic: The Psychology of Attraction: Focus on one aspect of attraction (such as the mere exposure effect, facial symmetry, scent, two-factor theory of emotions and how it relates to attraction, skin exposure, physical vs. personal attributes, judgments of strangers based on attraction, etc. The below link will take you to the Discovery Channel’s website that has many quick videos that summarize studies on attraction.

Day 15 (S.P. 8) Unit Exam
Multiple Choice (25 questions) & FRQ (5 terms)

Unit III: Biological Psychology

Days 16-17 (B.1-2): Introduction to Biological Psychology: The Neuron

Project Assignment: The Brain Map (needs checkpoints)
The biological approach to psychology: the brain and materialism

Evolutionary Approach to Psychology
The Neuron:
- Structures and their functions
- Neuroplasticity -- Rosenzweig, Jody, etc.
- Mirror Neurons -- Ramachandran video

Neurotransmission
- The role of 6 key neurotransmitters
- Activity: let’s feel some dopamine!
- Dopamine and behavior -- Sapolsky video
  - Human connections? Anticipation and the power of maybe! Evolutionary value?

Day 18 (B.3): The Endocrine System and The Brain

The Endocrine System
- Activity: Feeling hormones: stress (think of a stressor) and attachment (Up clip)
- The main structures of the endocrine system: hormones, hypothalamus, pituitary gland, adrenal glands, testes, and ovaries.
- Hormones of focus: oxytocin (Kosfeld, 2005), adrenal glands: epinephrine (adrenaline), norepinephrine (noradrenaline), and cortisol.

Mapping The Brain
Activity: RESEARCH and ANALYZE: what is good for your brain?
- The Brain Stem
- Thalamus
- Cerebellum
- The Limbic System: Regions and Studies:
  - Amygdala (Kluver, 1939)
  - Hypothalamus and Nucleus Accumbens -- James Olds and Pleasure

Day 19 (B.4): The Brain...Continued

The Lobes of the Brain: frontal, parietal, occipital, and temporal
- Activity: catching a ruler!
  - Tracking data and finding means and graphing results.
  - Brain Map Test Option: Test on video gamer players versus non-video gamers
- When the brain is damaged
  - Gage
  - Split Brain Studies
  - Activity options: all students pick ONE of the below activities
    - Excuse ticket
    - Excuse memes or gifs
Day 20 (B.5): The Brain and Psychoactive Drugs
The Major Psychoactive Drug Categories
- Depressants
- Stimulants
- Hallucinogens
Activity: small group investigations into popularly used drugs: alcohol, LSD, Nicotine, Cocaine, Amphetamines -- each member researches ONE psychoactive drug and creates a detailed infographic on the neurological and behavioral effects of the drug.

Day 21 (B.6): Consciousness and The Science of Sleep
What is Consciousness?
- William James and Freud and TODAY’s research on consciousness
The Stages of Sleep and Why the Brain Needs It
Sleep Disorders
Dream Theory Part I: dreams and the brain
- Activation-Synthesis Hypothesis
- REM vs. NREM dreams

Day 22 (B.7): Dream Theory
Dream Theory
- Freud
- Cognitive Theories (video)
- Activity: Music video analysis using the dream theories
- Activity: an Analysis of a dream or nightmare -- did they serve a purpose?
Behavioral Genetics: Review concepts from homework
- The power of nature interacting with nurture
Evolutionary Psychology

Day 24 (B.9): Review: Extended FRQ Work
Activity: Music video FRQ: Thriller OR

Day 25 (B.10): Biological Psychology: UNIT EXAM
Unit IV: Cognitive Psychology

Day 26 (C.1): Cognitive Psychology: Memory & Information Processing

Cognitive Psychology
The Nature of Memory
Activity: memory when there is a lack of meaning and when there is meaning

Models of Memory
1. Atkinson & Shiffrin (1968): three stage model of memory of explicit memory
2. Neural Network Model (connectionism)

Encoding Memory
- Effortful processing
- Automatic processing (producing implicit memories)

Activity:
1. Students in small groups will DEA each of the following and share their learning with those in their group: effortful Processing Strategies: Chunking, Mnemonics, Hierarchies, Distributed Practice: spacing effect and testing effect, shallow processing, deep processing.
2. All group members are to review the section on “Making Material Personally Meaningful” including the self-reference effect, and Wayne Wickelgren’s claim about how to best learn information. Explain how these recommendations can help you learn more effectively.

Day 27 (C.2): The Brain and Memory: Memory Storage and Retrieval

Activity: Write down a “core” memory -- emotionally important memories from your past. Then brainstorm in what ways that memory influences your: emotions, decision making/choices, wants, fears, etc.

Review Module 32
The Limbic System: Emotions and Memory
- Hippocampus
- Amygdala
- Flashbulb Memories -- share personal, cohort, and generational level memories

Implicit-Memory System: The Cerebellum and Basal Ganglia
Synaptic Changes: A return to connectionism and the neural network model of memory
- Long-term potentiation
- Sleep and memory
- Quick Discussion: should students take drugs that assist in memory formation?

Retrieval: Recollecting Information
- Activity: Smell and memory -- the Olfactory Bulb
- Recall
- Recognition
- Relearning
- Priming
- Context-dependent memory
- Mood and memory: State-dependant memory -- mood congruent memory
Day 28 (C.3): Forgetting, Memory Construction, and Memory Improvement

Activity: Short-term memory test -- Roediger and McDermott
Why Do We Forget? / Review HW

The Constructive Nature of Memory
  ● Constructivist Theory of Memory
    ○ Misinformation Effect
    ○ Loftus and Palmer
    ○ Video: 60 minutes on eyewitness testimony.
  ● Discuss the complex and difficult questions on childhood or older memories of abuse; the recollections of other types of abuse such as sexual assault.
    ○ Video: Brett Kavanaugh and Christine Blasey Ford testimony
    ○ Making Of A Murderer: Brenden Davey Interrogation

Day 29 (C.4): Thinking, Concepts, and Creativity

Activity: Survival Game

Thinking and Creativity
  ● Cognition, concept, and prototypes,
  ● Creativity and the five components of creativity;
  ● Convergent and divergent thinking.

Activity: DEA above concepts and those from the homework on solving problems and making decisions using the survival game

Day 30 (C.5): Planning/Designing Experiment 1

Go over the experiment 1 expectations and directions.
How to write the Introduction
Get teacher approval
Class time to Write Introduction and outline/plan Methods (and email a teacher ASAP)

Day 31: Developing and piloting design and procedures

Review HW
How to write the Methods
Work time and results collection

Day 32: DATA Collection Day

Day 33: Analysis and Report Write Up

Day 34: Presentations of Studies

Day 35: Unit Exam

Final Exam Semester 1: Clinical Psychology Part I

Students will select and investigate ONE psychological disorder from a provided list of disorders.
List of Psychological Disorders to Research
Select ONE bullet-pointed item to investigate such as Generalized Anxiety Disorder. If you would like to investigate a disorder that is not on the list below, consult with me first for discussion and approval or an alternative.

**Mood Disorders**
- Major Depressive Disorder
- Persistent Depressive Disorder
- Bipolar I and II
- Postpartum Disorder
- Special Topic: a psychological analysis and understanding of suicide

**Anxiety Disorders**
- Generalized Anxiety Disorder
- Obsessive-Compulsive Disorder
- Post-Traumatic Stress Disorder

**Chemical Addictions**
- Alcohol
- Marijuana
- Cocaine
- Opioids

**Schizophrenia**

**Eating Disorders**
- Anorexia
- Bulimia

**Dissociative and Somatic Disorders**
- Dissociative Identity Disorder
- Somatic Symptom Disorder
- Conversion Disorder
- Illness Anxiety Disorder

**Personality Disorders**
- Borderline Personality Disorder, Narcissistic Personality Disorder, and Antisocial Personality Disorder

**Final Exam Day: Presentations of Disorders**
The day of the final exam will be an informal set of presentations on the disorders. Students will be encouraged to be creative and interactive with whatever they choose to do. Groups can present if their disorders relate to one another.
Semester II
1. Sensation and Perception (8 days)
2. Learning (6 days),
3. Developmental (6 days)
4. Motivation, Emotion, and Personality (10),

Final Exam: Clinical Psychology Case Reports
Post-AP Exam Project: Group research on any psychological topic of interest and presentation

Unit V: Sensation & Perception
Day 1 (S.P.1): Basic Principles of Sensation and Perception
Activity: the icecube experience
- Pre-Activity: finding mentally peaceful place
- Icecube experiences
- Definition and application of sensation and perception to the experience

Bottom-up and Top-down Processing
Selective Attention and Distraction
- The struggle to selective attend: studying, driving, etc.
- Selective Inattention -- video
- Change blindness -- video

Transduction
- Apply it to the icecube experience

Signal Detection Theory
- Small group examples

Day 2 (S.P.2): Influences on Perception
Review HW: cocktail party effect, psychophysics, absolute threshold, signal detection theory, subliminal, priming, difference threshold, Weber’s Law, sensory adaptation.

Perceptual Set
Emotion and Motivation and Perception
VISION
The eye -- an overview
- Activity: Blindspot
- Activity: rods and cones -- color paper
- Activity: changing faces

Vision and the Brain
- Visual Process: Retina -- optic nerve -- thalamus -- visual cortex -- feature detectors
- Activity: erasing faces from the visual field
Day 3 (S.P.3): Visual Organization and Interpretation
Perceiving vision: we see the world not the way it is, but they way it is important to us based on our experience. -- TED Talk video
Perception and Development
- Neuroplasticity and the Critical Period Hypothesis
- Blakemore & Cooper
- Depth Perception and the Visual Cliff

Day 4 (S.P.4): The Other Senses
The other senses: taste, hearing, touch, taste, kinesthesia (body position and movement)
Sensory Interaction
Activity: Graph and Switch: the jellybean tests
The Importance of smell: Olfactory bulb
Embodied Cognition
Activity: Student experimental tests
- Touch tests
- Sensory interaction tests
- Embodied cognition tests
- Special investigation: pain management

Days 5-6 (S.P.5-6): Sensation and Perception Experiments OR Brain Games Videos

Day 7: Unit Exam

Unit VI: Learning Psychology

Day 8 (L.1): Behaviorism: Classical Conditioning
Behaviorism: Pavlov to Watson
Classical Conditioning
- Explanation
  - Activity: the C.C. schemta: Taste aversions, fears, music, commercial
  - Watson and Baby Albert

Day 9 (L.2): Operant Conditioning
Activity: Skittles and reinforcement
Thorndike to Skinner
- Law of effect
- Skinner
- Operant conditioning
- Shaping and chaining
- Activity: Kinds of reinforcement and punishment
Day 10 (L.3): Biological and Cognitive Factors of Learning
Activity: Review kinds of reinforcements and punishments; secondary and primary reinforcers; and problems with punishment. School, home, sports, work, relationships, etc.
- Share HW in small groups

The Biology of Learning
- Biological preparedness and evolutionary forces
  - Classical Conditioning
    - John Garcia and taste aversions
    - Learning fears
    - Other associations: red and attraction?
  - Operant Conditioning
    - Dopamine system

Cognitive Factors on Conditioning and Personal Control
- Tolman’s research: latent learning and cognitive maps
- Intrinsic and extrinsic motivation and the overjustification effect

Day 11 (L.4): Cognitive and Social Factors of Learning
Social Learning: Observational Learning
- Bandura
- Mirror Neurons
- Application of observational learning: prosocial learning and antisocial effects

Day 12 (L.5): Socratic Seminar & Exam Review
Socratic Seminar
Exam review

Day 13 (L.6): Unit Exam

Unit VII: Developmental Psychology
Day 14-15 (D.1-2): Human Nature And The First Years of Life
Activity: Class Discussion:
- Is who we are (define personality) primarily because of our nature or our nurture?
- Are humans born good?
- Are we selfish or giving?
- What makes people truly happy?
- Is your current self a continuation from your earlier self or have you gone through a metamorphosis?

Prenatal Development
- Zygote, Embryo, and Fetus
- Teratogens
- Fetal Alcohol Syndrome

First Year of Life
- Brain development (review neuroplasticity)
- Motor development: sit, crawl, walk; leaning to kick (Xavier video, 3 months)
- Video: Internet and the baby brain
Notes on what environmental factors influence brain development?
Video: The Baby Lab (60 Minutes); notes on studies and what their findings suggest about human development. (Extra credit video option)
Activity: share in small groups your autobiographical timeline

Attachment
- Harlow and touch studies
- Review: critical periods
Temperaments
- Stranger situations & kinds of attachments

Day 16 (D.3): Gender and Moral Development
Parenting Styles
- Activity: skits/examples of these styles when applied to teenagers
Gender Development
- Gender, gender roles, gender identity; gender typing
- Activity: gender stereotypes, how does society shape gender roles?
Activity: Kohlberg’s stages of moral development: moral dilemmas

Day 17 (D.4): Social Development
Review HW/Erikison’s theory
Freud’s theory of psychosexual development
Activity: Erikson skits

Day 18 (D.5): Social Development
Review HW and discussion what research is revealing about sexual orientation
Activity: Socratic seminar topic selection and research
Topics:
1. The role of divorce on child development
2. How are gender roles changing?
3. Are schools properly designed for optimal human development?

Day 19 (D.6): Developmental Psychology Unit Exam
Unit VIII: Motivation, Emotions, Stress, and Personality

Day 20 (M.E.P.1): Motivational Psychology

Activity:
2. Under what kind of conditions do you perform at your best? Examples?

Motivation Psychology
- Drives
- Evolutionary theory
- Drive-reduction Theory
- Maslow’s Hierarchy of Needs
- Apply theories to the responses to the above questions

Yerkes-Dodson Law
- Activity: apply the law to exams, sports, presentations, going on a date, etc.

Other motivations: hunger, social, sex

Emotions
- Activity: a time when your adrenaline pumped, intense fear!
- Theories of emotion
- Apply theories to real-life examples

Day 21 (M.E.P.2): Stress & Health Project

Psychophysiological Illness
Psychoneuroimmunology
Group Project: Surviving High School: A Worst-Case-Scenario Crash Course
- Methods for coping with stress

Day 21 (M.E.P.3): Stress: Portrait Of A Killer

Share Projects
Video: Stress: Portrait Of A Killer -- incorporate factors of stress on health and recommendations on how to combat stress’ negative effects

Day 22 (M.E.P.4): Personality Theory

Personality
- Psychoanalytic Perspective (Freud)
  ○ Id, Ego, Superego
  ○ Defense Mechanisms
- Activity: examples/skits of Id vs. Superego and defense mechanisms

Day 22 (M.E.P.5): Personality Theory

Personality
- Psychodynamic theories
- Activity: The two spheres: 1st is who you think you ought to be; 2nd is who you are organically
- Humanistic Theories
Day 23 (M.E.P.6): Personality Theory
Personality
- Humanistic Theories
- Trait Theory: review hw and take personality tests and discussion
- Activity: Measuring personality: TAT and inkblot tests

Day 24 (M.E.P.7): Personality Theory
Personality
Review HW: Social-Cognitive Theories
Activity: Socratic Seminar: the strengths and limitations of personality theories

Day 25 (M.E.P.7): Personality Theory
Unit Exam

Unit IX: Clinical Psychology

Day 26 (C.P.1): Introduction to Clinical Psychology
Activity: what is psychological abnormality?
What is Psychological Disorder?
- DSM-5
- History of abuse (and legal complexity)
- The problems with defining: Rosenhan and Szas
Models of Psychological Abnormality
- The biopsychosocial approach
- Diathesis-Stress Model
How Psychological Abnormality is Studied and Explained
- Case studies, correlations, interviews, experiments, etc.
- The major approaches to psychological abnormality: biological, cognitive, behavioral, sociocultural, and the biopsychosocial
Schizophrenia
- Demonstration & video

Day 27 (C.P.2): Schizophrenia
Review HW/module 65
Schizophrenia
- Definition, explanation, examples
- Demonstration
- Video
- Approaches to understanding to understanding Schizophrenia
- Treating Schizophrenia (leave space here)
- Activity: Schizophrenia Case Book: case history, symptoms, explanation (leave space for treatments)
Day 28 (C.P.3): Anxiety Disorders
Review HW/module 66
Review/enhance note son GAD, Phobia, Panic, PTSD, and OCD -- video on PTSD veterans and OCD -- Scott and Helen.
Etiology of Anxiety Disorders:
● The Learning Perspective: Classical and operant conditioning; observational learning
● The Cognitive Perspective
● The Biological Perspective
● Risk factors for anxiety disorders
Activity: develop brief case examples for each kind of anxiety disorder

Day 29 (C.P.4): Mood Disorders
Review HW
Mood Disorders
● MDD & Bipolar Disorders
Etiology of Mood Disorders:
● The Learning Perspective: Classical and operant conditioning; observational learning
● The Cognitive Perspective
● The Biological Perspective
● Risk factors for anxiety disorders
Activity: develop brief case examples for each kind of mood disorder

Day 30 (C.P.5): Mood Disorders & Eating Disorders
Review HW
Activity: Cognitive-behavioral therapy
Eating Disorders
● Definitions and explanations
● Videos: case examples, and clip from THIN
● Etiologies: social, behavioral, cognitive, and biological factors
● Activity: write two case examples

Days 31-32 (C.P.6-7): Eating Disorders & Personality Disorders
Review HW
Eating Disorders
Activity: student groups select a disorder to research: defining, explaining, causal factors, examples of the disorder -- sharable files to give the class.
Presentations

Day 33 (C.P.8): Therapy Approaches and Applying them to Case Reports
Review HW
The Biomedical Therapies
Activity: evaluating the strengths and limitations of psychotherapies and biomedical therapies
Apply therapies to cases in your notes

Day 34 (C.P.9): Review: Clinical Psychology
Analyzing case examples
Final Exam: Take home clinical report
Course Title: AP United States Government & Politics

Course #: 1615-1616

Course Description: AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course is a year-long course that satisfies the American Government and Economics graduation requirement.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “a” approval pending

Grade Level: 12

Estimated Homework Per Week: 4 hours
   Reading: 1 to 1.5 chapters per week
   Writing: Chapter Study Guides, FRQs, Analytical Essays

Prerequisite: Completion of US History with a grade of B or higher OR completion of College/Dual Enrollment US History or AP US History with a grade of C or higher

Recommended Prerequisite Skills:
Seniors with an interest in government and political science are encouraged to enroll. Students are required to engage in extensive reading and accelerated study in one semester. Students focus in-depth attention on the systems and politics of the United States of America in preparation for the Advanced Placement Exam in May.

- The course addresses the big ideas by connecting enduring understandings across one or more units.
- The course provides opportunities to analyze and compare political concepts.
- The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios. The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.

Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.

**Course Grade Scale:**
- Exams: 35%
- Final Exam: 20%
- Projects/Classwork/Homework: 25%
- Quizzes: 20%

**Major Assessments/Units/Topics:** (there is an exam for each unit and a 10 question quiz for each chapter explored)

**Unit 1: Constitutional Underpinnings; The Constitution, Federalism**
   Unit 1 focuses on the “original” Constitution (the Preamble and the Articles), the Federalist papers, and the arguments involved with the making of the Constitution. This unit also focuses on the relationship and the ever changing power struggle between the national government and the states.

**Unit 2: Public Opinion and Political Action, The Mass Media**
   Unit 2 focuses on political socialization, ideology, and political action of the electorate. It also focuses on the mass media and the impact on public opinion and political behavior, and the impact on the scope of government and democracy in America.

**Unit 3: Political Parties, Campaigns and Voting Behavior, Interest Groups**
   Unit 3 focuses on the rise and fall of America’s political parties since its founding, Madison’s attempt to prevent the rise of factions which political parties would usher into the political process, the voting behavior of different demographic groups with particular focus on recent Presidential and midterm elections, and the increasing importance of interest groups particularly as it relates to the role of campaign finance.
Unit 4: Institutions of National Government; Congress, the Presidency, the Federal Bureaucracy

Unit 4 focuses on the roles of the legislative and executive branches, the large federal bureaucracy which executes the laws passed by these bodies, and the ways in which government attains money from its citizens and spends it. Students will learn the immense powers provided to Congress by the Constitution, and how bills become laws with particular emphasis on how those procedures have changed. Students will analyze the distinctive role of the American presidency through its progressively heightened power since America’s founding and its importance as the symbolic head of government.

(Unit exam is split into two tests: 1. Congress Test and 2. President and Bureaucracy Test)

Unit 5: The Judicial Branch and Protecting Our Rights

Unit 5 focuses on the role the judiciary branch has played in American history and the large powers federal courts have through judicial review. Students will analyze the contrasting opinions of whether judges should make decisions through a judicial activist or originalist perspective. Students debate major cases that have come before the U.S. Supreme Court, using critical thinking skills to adapt their positions to their opponents’ arguments, and improve public speaking skills.

Overview of the AP Exam and Keys to AP Exam Success

The AP U.S. Government and Politics Exam will be comprised of the following sections:

Multiple-Choice Questions: Number of Questions: 55

Structure – The questions on multiple choice will ask students to:
• Analyze and compare political concepts
• Analyze and interpret quantitative, text-based, and visual sources
• Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Free-Response Questions: Number of Questions: 4

Structure – The four questions on the free response will ask students to:
• Apply political concepts in real-world scenarios
• Compare the decisions and implications of different Supreme Court cases
• Analyze quantitative data
• Develop an argument using required foundational documents as evidence

The Unit Exams in the class consist of 55 multiple choice questions and 2 FRQs
Course Title: AP US History

Course #: 1665-1666

Course Description: Advanced Placement United States History is a rigorous and intensive course that is meant to be the equivalent of an introductory freshman college course in American History. The scope of the course begins with the emergence of Colonial America (1400s), and continues through the end of the Cold War in the 20th Century.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “a” approved

Grade Level: 11

Estimated Homework Per Week: 4 hours

Prerequisite: Completion of World History OR AP World History with a grade of B or higher

Recommended Prerequisite Skills:
- Strong reading comprehension
- Excellent time management
- Writing and research skills
- Appreciation for historical study

Course Grade Scale:
- Tests and Quizzes: 50%
- Homework and Classwork: 30%
- Final: 20%

Major Assessments/Units/Topics:

Unit 1: Transformations of North America (1490-1700)
  Selected Topics: First Migrants - Native Americans - Spanish Dominion - The Columbian Exchange
  Unit Tests: Multiple Choice and Essay
  Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 2: British North America and the Atlantic World (1607-1763)
Selected Topics: Pilgrims - Slave Trade - Commerce on the Atlantic - French and Indian War

Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 3: Revolution and Republican Culture (1754-1800)
Selected Topics: Colonial Unrest - Revolution - Constitution - War of 1812
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 4: Overlapping Revolutions (1800-1848)
Selected Topics: King Cotton - Commercial Atlantic - Jackson Era - Transcendentalism - Manifest Destiny
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 5: Consolidating a Continental Union (1844-1877)
Selected Topics: Abolitionism - Republican Party - Civil War - Reconstruction
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 6: Industrializing America: Upheavals and Experiments (1877-1917)
Selected Topics: Big Business - Cultural Changes - Metropolises - Progressivism
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 7: Domestic and Global Challenges (1890-1945)
Selected Topics: Spanish American War - The Great War - Roaring 20's - Depression - World War II
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 8: The Modern State and the Age of Liberalism (1945-1980)
Selected Topics: Cold War - 1950's Conformity - Civil Rights Movement - Vietnam War - Space Race
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions

Unit 9: Globalization and the End of the American Century (1980-Present)
Selected Topics: Conservatism - Cold War Conclusion - Global Economy - War Against Terror
Unit Tests: Multiple Choice and Essay
Chapter Quizzes: 10-20 Multiple Choice Questions
Course Title: AP World History

Course #: 1667-1668

Course Description: In AP World History students investigate significant events, individuals, developments, and processes from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “a” approved

Grade Level: 10

Estimated Homework Per Week: 4-6 hours

Prerequisite: Completion of English 1B, English 1 OR English 1H with a grade of B or higher both semesters

Recommended Prerequisite Skills: Analyzing historical sources and evidence, interpreting secondary sources, chronological reasoning, develop and support historically defensible arguments, evaluate arguments, making historical connections (compare/contrast; contextualization; cause/effect; continuity and change over time)

Course Grade Scale:
- Tests and Quizzes: 50%
- Homework and Classwork: 30%
- Final: 20%

Major Assessments/Units/Topics:
Test for each unit. Final each semester. One or two written elements (DBQ / LEQ) incorporated into test/quiz grade each semester.

Unit 1: Technological and Environmental Transformation: Prehistory - 600 BCE - Students will be introduced to the course. Introduction to course themes. Focus on developing conclusions from analyzing historical evidence. Introduction to stimulus style questions, analyzing maps, charts, and graphs.
Assessments: Quizzes on every chapter, unit test.

Unit 2: Organization and Reorganization of Human Societies: 600 BCE - 600 CE - Students will study belief systems as well as classical societies in the Mediterranean, China, and India. Students will use primary source documents to enhance learning about classical societies and classical cultures. Students will be introduced to the writing structures (compare/contrast, continuity and change over time, cause and effect).

Assessments: Quizzes on every chapter, unit test.

Unit 3: Regional and Interregional Interactions: 600 - 1450 Students will be introduced to some of the longer writing elements, particularly the DBQ. Students will study the rise of Islam, Christian world, China, and Africa, India, and Southeast Asia during the time period.

Assessments: Quizzes on every chapter, unit test, in class DBQ.

Unit 4: Global Interactions: 1450-1750 Students will be introduced to more writing elements, particularly the short answer questions and the long essay question. Students will study the changes occurring in Europe, the Americas, China, and land-based empires during the time period. Special attention will be placed on the changes brought about by the Columbian Exchange.

Assessments: Quizzes on every chapter, unit test, in class DBQ.

Unit 5: Industrialization, Revolution, and Global Integration: 1750-1914 Students will study the impact of the Industrial Revolution on Europe and the rest of the world, European imperialism, changing societies in China, the Middle East, and India.

Assessments: Quizzes on every chapter, unit test.

Unit 6: Accelerating Global Change and Realignments: 1914 - present Students will study the causes and effects of both world wars, the rise of extreme political ideologies (communism/fascism), the great depression, the cold war, the green revolution, decolonization, and other topics.

Assessments: Quizzes on every chapter, unit test.
Course Title: Economics

Course Description: Students master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to operation and institutions of economic systems. Studies in a historic context include basic economics, concepts, comparative economic systems, economic decision-making, measurement and methods.

Course #: 1642

UC/CSU Approval: “g” approved

Grade Level: 12

Estimated Homework Per Week: On average 90 minutes per week

Prerequisite: None

Recommended Prerequisite Skills: Student Success Skills

Course Grade Scale:
- Final Exam 20%
- Midterm Exam 20%
- Assessments 30%
- General Coursework 30%

Major Assessments/Units/Topics:

Economic Fundamentals & Market Systems -
- Understand that scarcity is the basic economic problem of all society.
- Describe the 7 Basic Economic Principles
- Identify economic indicators used by economists to measure economic performances of various systems.
- Comprehend how economies are characterized by the Circular Flow Model

Topics will include: The economic problem - scarcity, Productive resources, Goods vs. services, Economic theory, Marginal analysis, Micro vs. Macro economics, Opportunity Cost, Efficiency & Economic growth, Law of Increasing Opportunity Cost, Specialization vs. Division of labor.
Students will be assessed using summative and formative testing, using traditional test methods and critical thinking essays.

**Supply & Demand and Production & Consumption -**
- Describe specific characteristics of the American economic system, including competition, and freedom of choice.
- Identify economic indicators used by economists to measure economic performances of various systems.
- Analyze how Demand and price interact and what causes demand to change.
- Analyze how Supply and price interact and what causes supply to change.

Topics will include: Demand, Law of demand Marginal Utility, Law of Diminishing Marginal Utility, Demand /Supply Curve & Demand/Supply Schedule, Elasticity of Demand/supply, Shift in demand/supply curves, Movement along the curves, Determinants of demand/supply, Substitution effect, Income effect, Supply, Law of supply, Production and costs, Market equilibrium, shortages/surplus, Disequilibrium, Price ceiling, Price floor

Students will be assessed using summative and formative testing, using traditional test methods, critical thinking essays, and graph analysis.

**Stock Market & Economic Institutions -**
- Understand the fundamental aspects of the United States banking system and identify its usefulness as a monetary tool.
- Identify the characteristics that make money...money.
- Comprehend how economies are characterized by business cycles.
- Analyze the rights and responsibilities businesses have in a free enterprise system.

Topics will include: Money, Banks, Assets, Credit vs. Debit, Interest vs. Principal, Investments, Diversification, Financial capital, Innovation
Sole Proprietorship, Liability, Partnership (general & limited), Corporations (public & private, non-profit, and limited liability).

Students will be assessed using summative and formative testing, using traditional test methods, critical thinking essays, and stock market portfolio analysis.

**Economic Indicators**
Course Title: History of American Sports

Course #: 1634

Course Description: Sports have played a major role in shaping our country. This course is designed to give students an understanding of the role sports have played in American History. Particular attention will be given to the social, economic, and political impact sports have had in the 19th and 20th centuries. Students will gain a better appreciation of how various sports have influenced/shaped our American culture from early America through modern times. Students will examine how various sports, sporting figures, and sporting events have played a role in helping shape the culture of our country.

UC/CSU Approval: UC approval pending

Grade Level: 11 and 12

Estimated Homework Per Week: 1 hour

Prerequisite: None

Recommended Prerequisite Skills: None

Course Grade Category:
- Quizzes and Tests: 20%
- Projects: 30%
- Homework and Classwork: 30%
- Final Project: 20%

Major Assessments/Units/Topics:
Every unit will include major assessments. Major assessments will include but are not limited to the following: research papers, individual/group projects, assignments, tests, and various readings.

Unit 1: Toward a Modern Sporting Culture (1850-1870)
Learning objectives:
- Describe the early years of organized women’s sports
- Explain spectators role in advancing sporting life
- Explain the rise/growth of intercollegiate sports and team competition
• Analyze the social differences of Northern v. Southern sports during the Civil War years

Unit 2: Sport in the Gilded Age (1870-1890)
Learning objectives:
• Describe the social/economic differences between amateur and professional sports
• Explain the growing influence sports had in uniting the country
• Explain the rise of American football
• Analyze people’s sporting experience based on their race, ethnicity, and social standing

Unit 3: Emergence of Organized Sports (1890-1920)
Learning objectives:
• Explain political influences and describe its impact on various sports
• Trace the rise of baseball as America’s pastime
• Describe how the influence of sports helped improve people’s social mobility
• Identify the reasons why recreational/club sports gained popularity

Unit 4: The Age of Sports Heroes (1920-1929)
Learning objectives:
• Describe the role sports played in the cultural/social liberation of women
• Explain the economic impact due to the commercialization of sports
• Identify new technological devices’ impact on advancing sports
• Explain how religion helped the growth of youth sports
• Trace the emergence of early black sporting stars and their social influence
• Trace the growth of professional franchises and describe the social/economic changes as a result of this growth

Unit 5: Sporting Life during the Depression and WWII Years (1929-1945)
Learning objectives:
• Explain the social/economic/political impact of sports during the Great Depression
• Describe WWIIs impact on the popularity of sporting events
• Explain the various sports played in the Internment Camps
• Analyze the reasons for the rise and fall of the Women’s Baseball League

Unit 6: Sports as a Political, Social, and Economic Influence (1945-1965)
Learning objectives:
• Describe the social impact of Jackie Robinson and Muhammad Ali
• Explain the influence sports had on the Civil Rights Movement
• Describe the economic impact of televised sporting events
• Explain how sports were used as a political tool during the Cold War
• Trace how various social movements affected sports

Unit 7: Sports become Big Business (1965-1980)
Learning objectives:
- Trace the growth of the NFL and NBA and explain their economic/social impact
- Describe how/why the NCAA became an economic powerhouse
- Analyze the growth of women’s sports and explain the impact of Title IX
- Explain how the Olympic games became a social/political phenomenon
- Analyze the impact of scientific advancements in sport
- Describe the economic influence of various labor changes/rulings on sports

Unit 8: Globalization of American Sports (1980-today)
Learning objectives:
- Explain how rising salaries have influenced societal expectations of athletes
- Describe the triumph and demise of various sport icons
- Analyze sports collectables’ role in increasing the global popularity of American sports
- Identify the reasons new sports are gaining popularity in the 21st century
- Explain what they feel will be the future of sports in America
Course Title: History of Vietnam War

Course #: 1638

Course Description: This semester long course will cover French and American involvement in Vietnam during the second half of the 20th century. From colonization to independence, students will examine America’s intervention in Vietnam from various perspectives including the French, American, Communist Vietnamese fighters, Vietnamese people and the Communist superpowers supplying North Vietnam. The course will include a look at the geography, society, economy and history of Vietnam.

UC/CSU Approval: “g” approved

Grade Level: 11-12

Estimated Homework Per Week: None

Prerequisite: None

Recommended Prerequisite Skills:
- Analytical Writing Skills - CDW style paragraph writing
- Map reading skills
- Note-taking skills

Text:
“Vietnam: A History” by Stanley Karnow

Course Grade Scale:
- 35% Homework/Classwork
- 30% Projects
- 25% Tests/Quizzes
- 10% Presentations

Units:
I. US and Communism: Introduction to Communism and the Cold War
   Unit 1 focuses on Ho Chi Minh’s personal conflict between the ideologies of capitalism and nationalism, the influence of China and the Soviet Union in aiding North Vietnam’s military expansion and spread of Communist ideology and the
role the Cold War played in causing America to fear ‘losing Vietnam’ to Communism as Truman had lost China, preventing Kennedy and Johnson from disengaging from wars they otherwise may have avoided.

**Assessments**

**Chart:**
American Anti-communist policies of the 50’s & 60’s

**Selected Readings from Karnow - Chapter 1: The War Nobody Won**
- Annotate and answer critical thinking questions
- Class Discussion. Critical Thinking: Karnow’s objectivity, goals in charting a course for the book, statements made about Vietnam’s place in the Cold War.

**Quiz** - 10 short answer questions - “The War Nobody Won”

**Test - Take Home**
- American Anti-communist Cold War policies of the 50’s & 60’s

**Interactive Map of Major Events during Cold War 1945-1960**
- Google Map or Thinglink
- 15 short descriptions

**EdPuzzle: Vietnam Overview**

**II. French Colonialism**

Unit 2 focuses on mistakes made by the French in their attempt to put down a rebellion by Vietnamese guerilla fighters. Students will evaluate why French tactics failed and how America could have learned from them before their engagement.

**Assessments**

**Narrative Writing Assignment**

**Quiz** - Test students knowledge of French colonization, Viet Minh activities, key players in French-Vietnamese-US triangle

**Karnow Reading Expository Essay:** What lessons should America have learned from the French experience in Vietnam?

**Selected readings from Karnow Chapters 2 - 4 but primarily Chapter 5 - “The Light that Failed”**
- Annotate and answer critical thinking questions
- Class Discussion

**Pamphlet: US Government Cold War Propaganda**

### III. Kennedy - Beginning the War

Unit 3 focuses on Kennedy's reluctance to begin a war in Vietnam, the slow increase of US military advisors, the administration’s problems finding stable leadership in South Vietnam as North and Southern Vietnamese Communist forces wreaked havoc on the American backed government in Saigon, Kennedy's influence in the CIA backed military coup, and Kennedy's decision that avoiding conflict in Vietnam would cost him too much politically.

**Assessments**

*Group Presentation:* ‘Early Characters & Events’: Ho Chi Minh, Vo Nguyen Giap, Harry Truman and Dwight Eisenhower, Battle of Dien Bien Phu

*Interactive Collage:* Evaluate the Democratic Party’s positions on Communism and the Cold War, criticism received, how this may have influenced Kennedy’s foreign policy. Include one-page analysis.

*Essay:* Analyze Kennedy’s private thoughts about American involvement in the War and why he increased America’s presence anyway.

**Selected Readings - Karnow**

- Chapter 7 'Vietnam is the Place’, Chapter 8 ‘The End of Diem’, Chapter 9 ‘The Commitments Deepen’
  - Annotate and answer critical thinking questions
  - Class Discussion. Critical Thinking: How might America have better dealt with the failures of South Vietnamese leadership? Could corruption ever be overcome? Could the people of South Vietnam ever support their government as fervently as the people in North Vietnam did?

### IV. Johnson Escalates

Unit 4 focuses on Johnson’s conundrum of promising to continue Kennedy’s commitment to the South Vietnamese in stopping the spread of Communism despite his primary goal of achieving the Great Society’s domestic goals and his private belief that a large scale war in Vietnam was unwinnable.

**Assessments**

*Selected Readings* - Karnow. Chapter 10 'Disorder and Decision', Chapter 11 'LBJ Goes to War', Chapter 12 'Escalation. Chapter 13: Debate, Diplomacy, Doubt'
- Annotate and answer critical thinking questions
- Class Discussion. Critical Thinking: Put yourself in Johnson's shoes, considering all the pros and cons of escalating the war in Vietnam with the knowledge he had at the time and evaluate his decision making.

**Selected Readings** - Karnow, Multiple Chapters including Ch 14 'Tet'
- Class Discussion. Critical Thinking: Were the events of the Tet Offensive accurately interpreted by the American public? The merits of the anti-war movement vs. criticism that it impeded the war effort.

**Selected Readings** - 'The Things They Carried'
- Class discussion focusing on an analysis of the decisions facing young Americans drafted into war. Students think about how they would have reacted.

**Begin Project: Major Figure Debate**
- Write-up of Character for the debate

**One Page analysis: Tet Offensive**
- How should the end result have been interpreted by the American public? Were the North’s objectives met?

**Reflections: Movie clips on ’65-70:**
- Doc: ‘Vid:Questions - “65-70 Home and Abroad’
- ABC Peter Jennings - 1965-1970 Vietnam war and at home

**Quiz: Johnson’s Escalation**
- 10 short answer questions

**V. War at Home**

Unit 5 focuses on the growing anti-war movement in America with increasing US casualties, the resistance to the anti-war movement by a majority of Americans still supportive of the war and the problem Presidents Johnson and Nixon faced in fighting an increasingly unpopular war.

- Unit 5 also focuses on the cultural aspects of the anti-war movement, how it contributed to the lack of support among young Americans for the war and the debate over whether it emboldened the enemy and contributed to America’s defeat.

**Assessments**
**Selected Readings - Karnow Chapter 14 ‘War at Home’**
- Annotate and answer critical thinking question.
• Class Discussion. Critical Thinking: The merits of the anti-war movement vs. criticism that it impeded the war effort.

Selected Readings - 'The Things They Carried' by Tim O'Brien
• Annotations
• Journaling

Presentation: Music and Counterculture
• Students present to the class some of the musical events or performers they find most interesting

One-page Analysis: “The Times they are a-Changin”
• Major social events of the 60s including race riots, assassinations, protests for the environment, women’s rights, racial justice and the environment

Leader for a day
• Students act out as anti-war leaders of the time period, utilizing both personality traits and specific goals held by the individuals they portray in a "televised" discussion amongst one another.

Bias Chart:
• Students read primary sources of newspaper clippings of major newspapers and watch video clips of nightly newscasts. They evaluate these selected pieces to determine whether they believe the media presented an accurate account of the disaster unfolding in Vietnam or whether the media held an anti-war bias in their reporting.

Hard Hat Riot 1970
• Students study what happened. Write a shockling, tabloid newspaper story.

VI. Nixon and Vietnamization
Unit 6 also focuses on Nixon’s secret plan in the 1972 Presidential Election campaign to win “Peace with Honor” by slowly drawing back American troop levels while training South Vietnamese forces to fight with American weaponry, his decision to extend the war into Laos and Cambodia and the blowback it caused with the growing anti-war movement at home and Nixon’s attempt to bomb the North Vietnamese to the negotiating table.

Assessments
Selected Readings - Karnow Chapter 15 ‘Nixon's War’
• Annotate and answer critical thinking questions
• Class Discussion. Critical Thinking: The merits of the anti-war movement vs. criticism that it impeded the war effort.

Selected Readings - 'The Things They Carried' by Tim O'brien
• Annotations
• Journaling

Debate: Anti-war protestors v. Hard Hat supporters

Political Cartoon - Nixon
• Analyze descriptions in the Ken Burns documentary description of “Vietnamization” of how it started, how the Vietnamese felt about it, how the Army troops felt about it - the problems with training the ARVN, any other options Nixon had.
• Analyze political cartoons of Nixon from the time period
• Create your own political cartoon reflecting Nixon’s policy

Continue Project: Major Figure Debate
• Research phase

Recorded Keynote Presentation: Comparing Kennedy, Johnson and Nixon
• Evaluate the degree to which each President deserves for what went wrong in Vietnam?
• What specific acts do you consider to be major blunders? What did they do right?

Reimagining History - Sutori Timeline
Pick a major decision by the American government during or leading up to the Vietnam War.
• Create a revised history of the fictional events that could have transpired if this one decision had not been made using the interactive timeline.
• Using illustrations and analysis, describe how America, Vietnam, the Cold War, and the spread of Communism would have been affected.

VII. The End, Repercussions and Legacy
Unit 7 focuses on America’s formal agreement with the North Vietnamese to end the war, South Vietnam’s ultimate inability to defend itself without American troops and the eventual creation of a unified communist Vietnam.
Unit 7 also focuses on the legacy of Vietnam, the lasting cultural and political division it caused among Americans, the complicated views of many toward soldiers who fought there and the impact the war would have as the first war America failed to win, the public distrust built toward American government and an intense debate about the proper role of America in the world.

Assessments
Selected readings Karnow Chapter 16: ‘The Peace That Never Was’
Schoology Discussion: Merits of the anti-war movement
- Was the anti-war movement a net-positive? Consider: Did it embolden the enemy and hurt troop morale or did it quicken the end of an unjust war?
- Was the counterculture movement a net-positive for America at the time and the effects up until the present day? Consider: What was it protesting? What were the positive and negative effects?

Major Figure Debate:
- Advisor to figure - what would you tell them to do to make your person more effective than they were?
- Options include Presidents, South or North Vietnamese leaders, anti-war protest leaders, etc.

Interactive Map of Major Battles
- Google Map or Thinglink

Final Essay: Should America Have Fought In Vietnam?
- Include: Negative effects of the war and possible repercussions of America not intervening.

Final
65 Multiple Choice (65 points)
2 Essay questions (50 points)
25 Short answer questions (25 points)
Cathedral Catholic High School
Course Catalog

Course Title: History of World War II

Course Description: With over 60 nations involved and resulting in the deaths of more than 60 million people, no other war in the history of the world can be considered to be as catastrophic as the Second World War. This course will provide a chronological, in-depth look at how this war begins and progresses, and students will observe how simultaneous events occurring on all fronts make this war a truly global conflict. Finally, students will gain further understanding of this cataclysmic event and respect for a generation of young men and women around the world that preserved freedom and changed the world forever.

Course #: 1637

UC/CSU Approval: “g” approved

Grade Level: 11-12

Estimated Homework Per Week: Limited reading; 0 - 60 minutes per week

Prerequisite: none

Recommended Prerequisite Skills: Map reading skills, Analyzing historical sources and evidence, cause/effect, motivated to learn about WWII

Course Grade Scale:
- Tests and Quizzes 35%
- Homework and Classwork 30%
- Group Projects 20%
- Final Project 15%

Major Assessments/Units/Topics: There will be a Unit Test or Project for Units 1-6 below and short reading quizzes from the text. There will be a Final Project for the class that will include topics from Unit 7 and Unit 8.

Unit 1: The Seeds of War and Fascist Aggression

One cannot understand how World War II began without understanding how World War I ended. Students will be given historical background on the end of World War I and how postwar conditions in these nations led to the rise of fascist dictators. Students will attain an understanding of how pre-war
policies allowed for this to happen, which eventually led to the invasion of Poland and the formal outbreak of World War II.

**Unit 2: Axis Domination**

War has formally broken over the European continent, and this unit will begin after the conquest of Poland and will follow the German push through Scandinavia, the lowlands of the Netherlands and Belgium, and onto the fall of Paris. Students will examine each major battle, analyze the pros and cons of military engagement in each area, and discuss tactical strategies employed by each side.

**Unit 3: US Entry into War**

As the Japanese move into Southeast Asia, the Americans have been pushed to the edge of war. Students will not only learn about these events, but also will gain some insight upon the mindset of the Japanese, and how honor, pride, and servitude to the emperor is of utmost importance, thus understanding how the Pacific theatre of the war progressed in such a cataclysmic fashion. In America, isolationist sentiment reigned supreme as events unfolded around the world, and study of the progression from isolationism to intervention will be a major theme in this unit.

**Unit 4: Allied Power**

The Battle of the Atlantic, which has been raging since the outbreak of war, starts turning in favor of the Allies. British forces make gains against the Axis in North Africa and will soon be joined by the Americans through Operation Torch, much to the displeasure of Stalin, whose Red Army has been suffering huge losses through fighting in Russia. Students will discuss the decision to postpone the Allied invasion of France in favor of action North Africa and Italy. Students will examine the early Pacific battles of the war, and analyze the strategies employed by General MacArthur and Admiral Nimitz, particularly the concept of “island-hopping”.

**Unit 5: Axis on the Run**

The year 1944 was a turning point in the war. The Allies finally march into Rome in June, at the same time thousands of Allied troops were preparing to cross the English Channel and invade Fortress Europe on the beaches of Normandy. The planning, use of deception, challenges, and success of this mission will be discussed. As the Allies in Europe march eastward, the Soviets continue to make gains westward, and are the first to encounter the horrific Nazi death camps. Operation Market Garden and the last German offensive, the Battle of the Bulge, will be examined. Over in the Pacific, the island-hopping strategy provides American victories, but also huge losses of life. These battles in the Gilbert, Marshall, Mariana and Palau Islands will be analyzed. The Americans return to the Philippines and nearly decimate the Japanese fleet in the Battle of Leyte Gulf.
Unit 6: Victory

In Europe, Allied victory is close at hand in 1945. The plans for post-war Europe are determined at a meeting between FDR, Churchill, and Stalin at Yalta will be examined. Students will trace the movements of Allied troops – the British and Americans in the west, and the Soviets in the east – as the Germans are pushed back into Berlin, and the decision by General Eisenhower to allow the Soviets to take the city will be discussed. Meanwhile, in the Pacific, the Battles of Iwo Jima and Okinawa would prove to be two of the most important and catastrophic victories for the Americans. With the invasion of the home islands of Japan as the next step, another meeting of the Allied leaders would take place in Potsdam, where an ultimatum was issued to Japan to surrender without condition. The Japanese are ultimately forced to surrender, after experiencing the incredible destruction of the cities of Hiroshima and Nagasaki by atomic bombs.

Unit 7: Ethical Issues of WWII (Final Project)

The course of the Second World War was fought unlike any war in history, both sides made committed atrocities and made strategic decisions that have raised ethical questions that may deserve thoughtful discussion.

Topics will include:
- Holocaust
- Hiroshima and Nagasaki
- Japanese Internment
- Bombing Civilian Targets
- Torture
- Kamikaze Pilots

Unit 8: Innovations of WWII (Final Project)

While the inventions and technological improvements of this war can never be justified against the appalling loss of life, World War II completely shaped the technological world that we live in now. Without this conflict, we simply would not have access to the wide range of technology that we use on a daily basis. With the war encompassing vast chunks of the globe, the stakes were incredibly high. It’s against this backdrop that governments put vast sums of money into the research and development of technology to help them win the war. World War II saw projects being green lit that in peacetime wouldn’t have gotten off the ground. It also made people think in a completely different way, coming up with inventions that simply wouldn’t have happened at the same pace in peace time.

Topics for discussion and lecture will include:
- Atomic Weapons
- Radar
· Jet Airplanes
· V-2 Rocket
· Encryption
· Radio Navigation and landing
· Pressurized Cabins
· Programmable Computer
· Penicillin
· Synthetic Rubber and Oil
Course Title: United States History to 1877 (History 110) and United States History since 1877 (History 111)

Course #: 1618-1619

Course Description: This is MiraCosta College course. The year is divided into TWO semester classes: HIST 110 is for US history up to 1877 (Reconstruction); HIST 111 is for Modern US history, which goes up to the present. The course is very self-paced and goes into great depths of historical analysis. The classes do not have daily assignments so a student needs to be very “Self-Directed” and motivated. It is a lively class with traditional lecture format with socratic method as the main format for student/professor interaction.

UC/CSU Approval: MiraCosta Community College course
*Limit of 2 MiraCosta courses per semester

Grade Level: 11

Estimated Homework Per Week: 4 hours

Prerequisite: Completion of World History or AP World History with a grade of B or higher

Recommended Prerequisite Skills: Reading comprehension; excellent time management; writing and research skills; appreciation for historical study. Students should have a desire to learn more about their country’s history and how it affects their own lives.

Course Grade Scale:
- Participation = 10%
- Midterm = 30%
- Final = 30%
- Research Papers = 30%

Major Assessments/Units/Topics: Midterm and final exams, two research papers

Workload: Students will cover one unit of history per week (usually one chapter per week). Usually this means each week students will complete a “study guide” assignment, which is meant to be used by students to prepare for the Midterm and Final Exams.

Exam Format: The midterm and final exams follow the same format. Fifty percent of the exam is multiple choice, based mostly on the reading assignments. The other fifty percent is a written
assessment -- both document-based questions and an essay question.

**Research Paper:** There are usually TWO research papers in each semester (course). The intention is to give students TWO separate opportunities to improve their research skills. One paper usually follows the MLA format and the other will follow Chicago format (social science format)

**Main Content**

**Early American History (HIST 110)**

I: Why did our 13 colonies choose to rebel from Great Britain? This unit looks into how the British imperial system drove Americans to independence. How did distance and cultural realities contribute to separation?

II: How did 13 colonies evolve into a unified sovereign, and legitimate nation? This unit begins with the Revolution and goes into the “Critical Period” when the Americans struggled to find a proper form of government, which embraced the Enlightenment principles of the Declaration while creating a stable social structure.

III: How did the United States demonstrate both nationalist and sectionalist tendencies? This unit looks at the emerging differences between federalist and antifederalist philosophies as the nation separated into regional areas with distinctive characteristics and preferences.

IV: How did the United States fall into disunion and then find a way to “reconstruct” the republic? This unit examines the long-term issues that separated the North and South. This will begin with a look at Manifest Destiny and how it grew the United States into a continental power and yet pulled Americans apart due to the expansion of slavery and its contradiction of essential American constitutional values.

**Modern American History (HIST 111)**

I: How did a divided America reunite and grow into a leading economic power? This unit begins in the Gilded Age and looks at how the US went from a non-industrial power into the number One economic power in the world. The students will analyze how this was done in such a short period of time (1865-1900).

II: How did the United States emerge into a world power and develop a “modern temper”? This unit examines the rise of the United States as a world power -- first by expanding into an empire of its own. The unit analyzes America’s rationale for entering World War I and then embrace isolationism in the 1920s. Does America come of age or just tread water?

III: How did the U.S. government and the American people overcome the Great Depression World War II, and the advent of the Cold War? This unit reviews the events that led to the Crash of 1929 and the ensuing Depression. Students will analyze why the US chose to enter
World War II and how this created the “superpower” status that the US still has today.

IV: What has changed in America with its Superpower status and why has there been so much acrimony about American power both at home and abroad? This unit goes into detail about American life as a superpower. What does this mean in the area of foreign relations? Why is America “hated” so much? How do the American people adjust to this status? How does this play out in the two-party system and national politics?
Course Title: Psychology 101 and 114

Course #: 1651-1652

Course Description:

Psychology 101: Introduction to Psychology (Fall Semester)
This course is a survey of the field of psychology. Psychology is the scientific study of behavior and mental events of humans and non-human animals. In this course students will learn psychology through three primary perspectives of understanding psychology: biological, cognitive, and social. In biological psychology, we learn how the brain and our physiology influences our actions and thoughts. In cognitive psychology, we learn how our mind works, is influenced by others, influences our behavior and how our behavior can influence our mind. Social psychology is the study of how other people influence our behaviors and thinking. Social psychology will focus on the nature of why we need others and how the social situation influences us. The course will also cover applied and experimental psychology. Students will learn how psychological research is conducted and will engage in multiple opportunities to apply the methods of psychological investigation on campus.

Psychology 114: Introduction to Abnormal Psychology
Psychology 114 introduces students to the study of mental disorders. The course begins with an overview of how psychologists define abnormality and the major perspectives of how psychological abnormality is interpreted and understood. The following psychological disorders are covered: anxiety disorders such as: generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, phobias, stress-related disorders such as posttraumatic stress disorder, and dissociative disorders; mood disorders such as the different depressive disorders and bipolar disorder (a special concentration on the nature of suicide is also addressed); eating disorders such as anorexia and bulimia; schizophrenia, psychoactive drug addictions, and personality disorders. Students will apply what they learn by also collecting data on characteristics of these disorders amongst their peers.
UC/CSU Approval: MiraCosta Community College course
*Limit of 2 MiraCosta courses per semester

Grade Level: 11-12

Estimated Homework Per Week:
Homework is primarily reading from the textbook and other handouts with note taking. In Psychology 101, the textbook is a free online textbook: https://openstax.org/details/psychology. Homework readings range from 3 to 6 pages. Homework can range from 3 to 15 pages a week. Most readings will come from a variety of sources.

Psychology 114 uses a different textbook and homework is more spread out -- chapter readings and their note guides are assigned along with some check-in dates as we make our way through the chapter. On average, it is about 10-15 pages of reading a week and notes/outlines. The readings will be posted as PDFs, they come from multiple sources.

Prerequisite: Completion of most recent English course with a grade of C or higher

Recommended Prerequisite Skills:
Strong at keeping up with homework assignments and readings. Applies effective study techniques (distributive practice, testing knowledge through practice test questions, etc.). Help seeking when needed. Organization and time management.

Course Grade Scale:
- Homework: 30% -- Readings and notes
- Projects: 15% -- Psychological experiments and chapter projects
- Final Exam: 15%
- Unit Exams: 40% The exam questions will be available for study prior to the exam. Some tests will also have options for questions -- students can choose from a short list of questions. There will be a mix of take home and in class exams.
Psychology 101 & Psychology 114
Cathedral Catholic High School Dual-Credit Psychology
Semester I: Psychology 101: Introduction to Psychology
Semester II: Psychology 114: Introduction to Psychological Abnormality

Semester I: Psychology 101: Introduction to Psychology
Psychology 101 is an introduction to psychology that has been organized into five major units. Semester 1 has 38 days (5 class periods post Thanksgiving break). Each unit will have homework assignments (textbook and articles), a unit project, a unit exam, and a unit conference. Not all readings will have a specific assignment associated.

Course Overview
1. The Scientific Approach To Psychology
   a. Defining and understanding the science of psychology
   b. Understanding three major philosophical questions of psychology
   c. Understanding how psychological claims are made: the scientific method of studying psychology
      i. The methods of scientific investigations and their strengths and limitations

2. The Biological Perspective/Approach of Psychology
   a. Introduction to Neurology
   b. The Brain -- how it works and examples of brain damage
   c. Brain Development
   d. Perception and the Brain
3. The Cognitive & Behavioral Approaches
   a. Cognitive Psychology
      i. Memory and Information Processing
      ii. Cognitive Factors of Learning
      iii. Thinking and Problem Solving
   b. Behavioral Psychology
      i. Classical and Operant Conditioning
      ii. Observational/Social Learning
   c. The Cognitive & Behavioral Psychology Conference

4. Sociocultural Psychology
   a. Evolutionary Psychology: the need for others and the social situation
      i. Sexual Attraction
      ii. Attribution Theory
      iii. The Nature of Conformity
      iv. Deindividuation
      v. Obedience
      vi. Prosocial behavior
      vii. The Nature of Prejudice
   b. The Sociocultural Psychology Conference/Unit Exam

Textbook: https://openstax.org/details/books/psychology
Other readings will be posted on schoology

Homework
Students will be instructed on how to take notes from the textbook and any other articles that are assigned. In general, students will be instructed to focus on the psychological studies that are offered in the readings and take note of its context within the reading, that is, what relevant psychological concepts connect to the study. Chapter outlines and general notes will not be assigned, but students are highly encouraged to do whatever kind of note taking or outlining that works best for their retention of the reading.

● Chapter Study Guide Projects: Any project that has the student use textbook and class notes on relevant terminology replaces any need to turn in any other notes from the textbook. Study Guide Projects:
  ○ Unit I: Research Methods Reference Guide with Mini-experiment
  ○ Unit II/Biological Psychology: The Brain Map
  ○ Unit III/Cognitive-behavioral Psychology: Cognitive Experiment
  ○ Unit IV/Sociocultural Psychology:

Unit Conferences
Each unit will conclude with a conference where students will share their findings, analysis, evaluations, and opinions of applications or recommendations on a variety of topics. Students may work in small teams on the conference reports, but each student must submit their own report. Conference report instructions will be provided within the first few class periods of the unit. Generally, the reports will include:
Conference topics by unit follow:

Biological Psychology
● How is technology impacting our brain and its development?
● Brain Health: the influence of: stress, psychoactive drugs, nutrition, socialization
Cognitive & Behavioral Psychology

- Trauma, memory, and the criminal justice system
- Strengths, limitations, and recommendations of the current education system from a cognitive and behavioral point of analysis and evaluation.
- Advantages, risks, and disadvantages of chemical cognitive enhancers.

Sociocultural Psychology

- The nature of prejudice today, and what can be done to minimize it and discrimination
- Warnings and recommendations from social psychology
- The power of peers: bullying, the teenage brain, social media, gender roles and identity

Extra Credit

Extra credit assignments are available for every unit. Students can earn up to a 5% increase on their unit exams. The deadline for any unit’s extra credit is the unit’s exam date. Extra credit work on previous units will be applied to the study guide category. Below are the extra credit options per unit. Students are always encouraged to propose alternative ideas for teacher consideration. **All extra credit assignments must be pre-approved by the instructor. Do NOT embark on an idea without first meeting with me to discuss the project.**

Rotating Extra Credit Options per Unit

- **Psychology YouTube Channel Submissions:** make informational videos of applications or demonstrations of concepts from psychology. This cannot be your voiceover a presentation only. It is recommended that any ideas be brought to me first for refining (if needed) and approval.
- **Information and visually rich posters or class installations** that can be used for demonstrations or learning aid.
- **The Journal of Psychological Research:** this journal is to offer psychological studies by unit and subtopic. Students are to summarize key studies (from lecture, textbook, readings, videos, etc.) from across each of the major units: biological psychology, cognitive and behavioral psychology, and sociocultural psychology. The journal must be highly organized and the studies that are summarized must follow the proper format of summarizing research: researcher(s), hypothesis, methods, results, and discussion. The journal should be detailed and visually rich using understandable color schemes and visual aids. The aim of this journal is for future use (Psychology 114, and beyond) and to even be offered to other psychology students as a source of learning key psychological claims supported by scientific research. **This is a significant extra credit option and is therefore worth the most significant extra credit points.**

Unit I: Introduction and Methods

Objectives

1. Students will know the definition of psychology and understand its major perspectives: biological, cognitive-behavioral, sociocultural, and psychodynamic.
2. Students will know and understand three philosophical questions that span the study of psychology: the mind-body problem, free will versus determinism, and the nature versus nurture debate.
3. Students will understand why a method of psychological investigation is needed.
4. Students will know the following methods of psychological investigation, their strengths and limitations, and can develop examples of each: experimentation, survey, case study, naturalistic observation, correlations, longitudinal and cross-sectional studies.
5. Students will understand and be able to apply what defines ethical scientific research.
6. Students will know basic cognitive biases and how they can lead to false or premature conclusions.

**Day 1: Introduction to Psychology**
Welcome to AP Psychology
- Student Roll: (talent, enjoyment, and prosocial spheres) declare your major or future and why?!
- Syllabus
- Activity: WHO are you? (prepare to make connections to the approaches from their list)

**Psychology & Its Major Approaches**
- Why study psychology? The difficulties of coming up with simple answers for human complexity
- Defining psychology
- Explaining the approaches
  1. Biological & Evolutionary Psychology
  2. Cognitive & Behavioral Psychology
  3. Sociocultural Psychology
  4. Psychodynamic Psychology -- (Psych 114) -- a preview
  5. Humanistic and Existential Psychology -- (Psych 114) -- a preview

**Introduction to the Big Three Questions**
- Sign up for readings and rounds

**Day 2: The Big Three Questions of Psychology**
Socratic Seminar: **ALL students must know all three questions. Make a worksheet for them to complete during the seminar**
1. Mind vs. Body Problem
   - Descartes
   - Blade Runner clip
2. Free Will vs. Determinism
   - Sapolsky (video)
   - Plato vs. Aristotle: nativism vs. empiricism

**Day 3: Unit I: The Scientific Foundations of Psychology: Three Identical Strangers**
VIDEO: Three Identical Strangers: video worksheet: the big 3 questions, ethics in research, issues of validity

**Day 4: Psychological Research: The Methods of Investigation**
VIDEO: Three Identical Strangers: Activity: Discussion (G.C); the big 3 questions, ethics in research, and the triplets.
The scientific approach to psychology and a reminder as to WHY we need it! Including the biases of thinking. (see textbook, 7.3)

**Day 5: Psychological Research: Developing Examples of Methods**
The methods of investigation -- emphasis on the experimental process
Activity: developing quick examples for each method (small group work)
Activity: yellow book: select ONE study to replication
Day 6: Psychological Research: Experiment I
Activity: Data collection & analysis

Days 7: Psychological Research: Experiment I Presentations
Presentations
Unit exam overview and explanation

Unit II: Biological Psychology: the brain, its development and the nature of perception

Objectives
All objectives include being able to connect the concepts and/or claims of the objective with psychological research studies.

1. Students will know and understand the basic structures of the neuron, how it functions, and its nature with respect to plasticity (creating and pruning synaptic connections).
2. Students will know and understand the major structures of the brain, their locations, functions, and influence on human psychology.
3. Students will know and understand the role hormones and neurotransmitters on human psychology.
4. Students will know and understand the nature of brain development from childhood through adolescence.
5. Students will be able to analyze, synthesize, and evaluate research regarding the influences of environmental factors/experiences on the brain, its development, and human psychological health.
6. Students will understand basic principles of how the brain creates perceptual experiences, including: bottom-up and top-down processing.
7. Students will be able to analyze, synthesize, and evaluate research related to brain development and neuroplasticity, explain the importance of critical periods, and what this might mean for long-term development of the human brain. Connect any animal studies to possible significance to human psychology. Consider any strengths and limitations to your claims.
8. Students will know and understand claims from evolutionary psychology regarding human psychological evolution -- the evolutionary claims of behavior primarily the nature of perception and physical attraction.
9. Students will synthesize, apply, and evaluate psychological research with respect to brain science.

Psychological Research
1. Students will be able to research scientific findings with respect to brain and behavioral sciences.

Day 8: Introduction to The Biological Perspective & The Neuron
The Biological Perspective: materialism and interactionism
● Unit Project: The Brain Map
The Neuron: parts and functions CANDY model of the neuron
● Mirror Neurons
Plasticity
• Related studies: Jodie
• How to take notes on psych studies -- review the experimental method

**Days 9-10: The Brain and Its Regions**
How the brain works -- 3 layers and the interaction amongst them.
• Review: correlational claims

Parietal Lobe: *elbow demonstration*
• Somatosensory Cortex: phantom experiences (video),

Limbic System: Hippocampus (H.M. Praag, Bjorklund, etc.), Amygdala
• Emotional processing

Lobes: Secrets of the Mind – Temporal Lobe (two cases Capgras and Seizures)
Hemispheres and the corpus callosum
• Split brain studies

**Day 11: Hormones & Neurotransmitters: attachment, stress, and pleasure**
*Activity: experiencing hormones and neurotransmitters*

Hormones: oxytocin and stress (*more in psych 114*)
Neurotransmitters: dopamine, serotonin, acetylcholine

*Activity: My chemical life: create a chemical journal of events in your week. Connect your chemical reactions with events and brain regions.*

**Day 12: Brain Conference and Brain Map Work Time**

**Days 13-14: Brain and Human Development**
Brain development: environmental influences on brain development
• Video: the internet and the brain
• Contact-Comfort and Harlow’s classic research – videos
• Touch and brain development: Fields, Shanberg, Bowlby, and Meany (video)

The Teenage Brain

**Day 15: Introduction Evolutionary Psychology: perception**
What is Evolutionary Psychology?
• Perception: vision evolved to help us see what is important not the world literally.
  ○ *Demonstrations: Blind spots, changing faces, erasing someone*, and video clip on illusions
  ○ Brain anatomy and visual processing
  ○ Perception vs. sensation and bottom up vs. top down processing
  ○ Ramachandran clip: Graham

**Day 16: Evolutionary Psychology: development of perception and attraction**
Development of Perception: plasticity and the *critical period hypothesis*
• Blakemore and Cooper
• Gibson’s visual cliff -- demonstration if possible

The Science of Attraction
• *Demonstration: average faces win and videos from Science of Sex Appeal*
• Key studies on how attraction is related to immune systems and how we are meant more to serve our genes and less our wellness.
Unit III: Cognitive & Behavioral Psychology

Objectives

All objectives include being able to connect the concepts and/or claims of the objective with psychological research studies.

Cognitive Psychology

1. Students will know the nature of memory with respect to its definition and kinds.
2. Students will understand the biology of memory and the role of specific brain regions (amygdala, hippocampus, prefrontal cortex, and the cerebellum.
3. Students will understand two models of information processing with respect to memory: the Multi-Store Model of memory, and the Semantic Network Model of long-term memory.
4. Students will understand the Constructivist Theory of memory and psychological research that supports the theory.
5. Students will know and evaluate psychological research on how environmental factors may influence human cognition such as: problem solving, creativity, attention, and mood.
6. Students will know the brain’s stages of sleep and their role on brain, cognitive, and emotional health.
7. Students will know and evaluate psychological studies on the role of the stages of sleep and dream content on human cognitive functioning, learning and memory, and intelligence.
8. Students will understand major scientific theories of dreams: activation-synthesis, cognitive-neuroscientific models, and Freud’s theory of dreams.
9. Students will know basic theories of motivation and how motivation and performance interact with respect to enhanced or hindered performance on a task.
10. Students will understand cognitive aspects to learning such as cognitive maps, latent learning, self-efficacy, memory techniques, the role of sleep, movement, relevance to self, and emotion.

Behavioral Psychology

1. Students will know the history and principles of behavioral psychology.
2. Students will understand and be able to evaluate operant conditioning with respect to its applications, strengths, and limitations, such as, problems with reward and punishment.
3. Students will understand and evaluate research on the nature of learned helplessness and related research.
4. Students will understand and evaluate research on the nature of the pygmalion effect and related research.
5. Students will understand observational learning and related research.
6. Students will be able to apply the principles of cognitive and behavioral psychology to gender roles.
7. Students will understand biological factors on learning such as: the neurological definition of learning and the role of dopamine in motivating behavior.

Psychological Research

1. Students will be able to develop, carry out, and write a report a psychological experiment related to cognitive or behavioral psychology.
Day 18: Cognitive Psychology: Memory and Information Processing

Activity: Write down a “core” memory -- emotionally important memories from your past. Then brainstorm in what ways that memory influences your: emotions, decision making/choices, wants, fears, etc.

What is Cognitive Psychology: Cognition

The Nature of Memory
- Kinds of Memory

The Limbic System: Emotions and Memory
- Hippocampus
- Amygdala
- Flashbulb Memories -- share personal, cohort, and generational level memories
- Implicit-Memory System: The Cerebellum and Basal Ganglia

Day 20: False Memories & Emotions

Activity: short-term memory test -- Roediger and McDermott

Why Do We Forget? / Review HW

The Constructive Nature of Memory
- Constructivist Theory of Memory
  - Misinformation Effect
  - Loftus and Palmer
  - Discuss the complex and difficult questions on childhood or older memories of abuse; the recollections of other types of abuse such as sexual assault.
  - Video: Brett Kavanaugh and Christine Blasey Ford testimony

Day 20: Thinking and Reasoning

Activity: Survival!

Problem Solving & Cognitive Biases

Creativity

Project: Develop Cognitive Experiment and preparation for the Cognitive & Behavioral Conference
- Trauma, memory, and the criminal justice system
- Strengths, limitations, and recommendations of the current education system from a cognitive and behavioral point of analysis and evaluation.
- Advantages, risks, and disadvantages of chemical cognitive enhancers.

Day 21: Consciousness and The Science of Sleep

What is consciousness

The nature of sleep: stages, behaviors, and why we need it

Dream theory

Days 22-23: The Science of Dreams

Dream Activity: Part I: share dreams -- from HW
Day 24: Behavioral Psychology: Operant Conditioning
Discuss HW: motivation theories
Behaviorism: Thorndike to Watson to Skinner
  ● The importance of movement to human psychology
Operant conditioning
  ● Activity: Op. Cond. at home and at school: list examples at school, home, sports, work, relationships, etc.

Day 25: Strengths and Limitations to Operant Conditioning
Discuss HW: Seligman’s research and related studies
Intrinsic and extrinsic reinforcement and motivation
  ● Problems with Punishment

Day 26: Hidden Reinforces, Learning Gender Roles, and The Biology of Learning
Rosenthal and related studies
Conditioning our gender roles
  ● Toys and monkeys
Dopamine and Operant Conditioning
  ● Sapolsky

Day 27: Cognitive Influences on Learning
  ● Cognitive maps and latent learning
    ○ Tolman
  ● Social factors of learning
    ○ Bandura

Day 28: Cognitive & Behavioral Conference
  ● Trauma, memory, and the criminal justice system
  ● Strengths, limitations, and recommendations of the current education system from a cognitive and behavioral point of analysis and evaluation.
  ● Advantages, risks, and disadvantages of chemical cognitive enhancers.
Unit IV: Sociocultural Psychology

Objectives

All objectives include being able to connect the concepts and/or claims of the objective with psychological research studies.

1. Students will understand and apply attribution theory and its sub theories such as the fundamental attribution and universal attribution error.
2. Students will know the situational forces that lead people to conform and examples of such situational conditions in history and today.
3. Students will be able to evaluate the nature of human conformity with respect to its strengths and limitations for human behavior and then greater society.
4. Students will understand the nature of groupthink and reference historical examples.
5. Students will understand how social situational factors influences people to obey others or ideas. Students will know the experiments on this topic by Standley Milgram.
6. Students will understand how the deindividuation of those with power, and those without power, can lead to abusive and dangerous behaviors and conditions. Students will know and evaluate Philip Zimbardo’s Stanford Prison study.
7. Students will understand how social situational, and psychological factors can either influence people help those in need, or not help those in need (the bystander effect).
8. Students will understand the following concepts: prejudice, stereotyping, and discrimination.
9. Students will understand psychological theories as to why people hold prejudices and stereotypes.
10. Students will be able to evaluate psychological theories and research of prejudice and stereotyping and offer recommendations for how to combat contemporary prejudices and stereotyping.

Psychological Research

1. Students will be able to develop, carry out, and write a psychological investigation into one area of social psychology and how it can be applied today such as: the nature of prejudice today, the nature of modern day conformity, lessons from cult psychology, and psychological and social psychological factors that influence gender roles.

Day 29: Introduction to Sociocultural Psychology

The need for others and the power of the social, cultural, and socioeconomic situations

Activity/Discussion: Why do we need others? How strong is that need? To what extent does it influence our behaviors and cognitions?

Attribution Theory
- Fundamental Attribution Error

Conformity
- Why and when we conform
- Ash
- Groupthink and polarization
- Activity: where, when, and why do we see conformity in our lives today? When does it help and when does it hinder our success and/or wellbeing?

Sociocultural Conference -- doubles as the unit exam
- The nature of prejudice today, and what can be done to minimize it and discrimination
- Warnings and recommendations from social psychology
- The power of peers: bullying, the teenage brain, social media, gender roles and identity
This exam will be similar to the previous conferences, but this one will be purely individual unless a study is included, that section can be done in a group.

**Day 30: The Power of Group Psychology**
Review the nature of conformity
Cult Psychology
Activity: Research ONE cult and prepare to share their beliefs, practices, and current status. To what extent does the cult follow what psychologist claim about the psychology of cults?
Deindividuation: the power and danger of being anonymous
  - Zimbardo’s study

**Day 31: Obedience and Deindividuation: When we harm others**
Review/continue Zimbardo’s study
The Psychology of Obedience
Discussion: when and why do we obey? When do we obey without much thought? When do we obey out of fear?
Obedience: Milgram’s research

**Day 32: When do help and when we don’t help**
Activity: the ring of gyges
Bystander Effect and when we don’t help
Prosocial Psychology - when we help

**Days 33-34: The Nature of Prejudice and Stereotyping**
Opening activity: label activity
The nature of prejudice, stereotyping, and discrimination
  - Examples of prejudice, stereotyping, and discrimination
  - Research on prejudice, stereotyping, and discrimination
Day 34
  - Psychological theory on prejudice, stereotyping, and discrimination
  - Class Debrief of A Class Divided and lessons from research on the nature of prejudice

**Day 35: Social Psychology Conference**
  - The nature of prejudice today, and what can be done to minimize it and discrimination
  - Warnings and recommendations from social psychology
  - The power of peers: bullying, the teenage brain, social media, gender roles and identity

**FINAL EXAM: Psychological Research Presentations: A poster presentation and walk.**
Unit I: Introduction to Abnormal/Dysfunctional Psychology (January)
Students will know and understand:
- The American Psychiatric Association’s definition of abnormal psychology.
- The debate surrounding what is should be considered abnormal psychology.
- How people with mental health issues have been historically treated in this society and others.
- The debate around treating people with mental health challenges.
- Recent history and current trends in treating mental illness.

Class Project: students will research the debate surrounding:
- cultural differences in defining what is abnormal behavior,
- how those with mental illness are treated around the world today,
- methods of preventing disorders and promoting mental health.

Unit II: Perspectives of Understanding Dysfunctional Psychology (January)
Students will know and understand the following models of understanding dysfunctional psychology
1. **The biological model: how biological theorists explain and treats dysfunctional behavior.**
   - Psychoneuroimmunology and examples of how parasites influences animal and human psychology.

2. **The psychodynamic model: how psychodynamic theorists explain and treats dysfunctional behavior. Thinkers such as: Freud, Jung, and Erikson will be included.**
   **Activities:**
   - Freudian vs. Cognitive-Neuroscientific Dream Analysis;
   - Jungian archetypes in media
   - Erikson: a visual autobiographical timeline

3. **The cognitive-behavioral model: how cognitive and behavioral theorists explain and treats dysfunctional behavior.**
   **Activity:** Cognitive-behavioral therapy worksheet

4. **The humanistic model: how humanistic theorists explain and treats dysfunctional behavior.**
   **Activity:** Mapping your two selves

5. **The sociocultural model: how sociocultural theorists explain and treats dysfunctional behavior.**
   - **a. Attachment and parenting styles**
   **Activity:** The influence of stress on health (video) and the psychology of oppression (review of social psychology).

**Assignment: students will make visually, and information rich, reference guides to each of the perspectives of dysfunctional psychology.**

**Socratic Seminar: the evaluation of the perspectives of dysfunctional psychology: when and for who do each of these perspectives help or apply the most?**

**Clinical Assessment Diagnosis and Treatment (January)**

- Students will understand characteristics of clinical assessment, clinical interviews, clinical tests, and clinical observations.
- Students will understand diagnosis with respect to: classification systems, DSM-5, and controversies surrounding the DSM process.

**Activity: Inkblot and T.A.T. assessments**
Unit III: Anxiety and Disorders of Trauma and Stress (February)
Students will know and understand anxiety, and the following anxiety and stress-related disorders with respect to their characteristics, theoretical causes and treatment approaches, according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.

- Generalized Anxiety Disorder
- Phobias
- Social Anxiety Disorder
- Panic Disorder
- Obsessive-Compulsive Disorder – video Obsessed
- Acute Stress Disorder
- Posttraumatic Stress Disorder – small group research project – case examples of trauma and its psychological aftermath.

Students will complete several CBT-based anxiety management exercises aim at teens. Students will explore contemporary examples of trauma in our society such as sexual assault, immigrant family separations, and of people of our military.

Group Research Project: measuring anxiety amongst adolescence.

Group Project: infographic on managing anxiety across different situations young people encounter. Posters are designed to be displayed across the school.

Unit IV: Mood Disorders & Suicide (February - March)
Students will know and understand depression and mania, and the following depressive disorders with respect to their characteristics, theoretical causes and treatment approaches, according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.

- Unipolar Depression: Major Depressive Disorder, Persistent Depressive Disorder, and Postpartum Depressive Disorder
- Bipolar Disorders
- Students will examine the debate regarding medicating children.

Activities:

- Small group research: recent research on the benefits and dangers of medicating children and adults.
- Extended class discussion on the benefits and dangers of medicating children and adults.

Suicide: students will know the following about the nature of suicide:
• Triggers of suicide: stressors, mood, drugs use, mental illness, and contagion of suicide.
• Causes of suicide: psychodynamic view, Durkheim’s Sociocultural view, interpersonal view, and the biological view.
• Suicide and age: children, adolescents, and the Elderly
• Treatment and Suicide: treatment post suicide attempts and suicide preventions.

Group Research Project: measuring depression amongst adolescents.

Group Project: infographic on decreasing depression across different situations young people encounter. Posters are designed to be displayed across the school.

Unit V: Addictive Disorders (March)
Students will know and understand the following addictive disorders with respect to their characteristics, theoretical causes and treatment approaches according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.

• Alcoholism
• Stimulants such as: cocaine, amphetamines, Stimulant Use Disorder
• Cannabis use disorder
• Nicotine: vape and chew, and cigarettes
• Other addictive disorders: gambling, gaming, shopping, and pornography.

Assignment: Students will evaluate the perspectives’ interpretation of the disorders and research current treatments and controversies regarding these disorders.

Small Group Poster Project: the short- and long-term effects of psychoactive drugs on human psychology and health. Posters are designed to be displayed across the school.

Video: Intervention

Socratic Seminar: (1) How should our society treat those with chemical addictions? (2) How should high schools respond to teen drug use? (3) Is addiction a disease?

Unit VI: Eating Disorders (March-April)
Students will know and understand the following eating disorders with respect to their characteristics, theoretical causes and treatment approaches according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.
Anorexia Nervosa  
Bulimia Nervosa  
Bing-Eating Disorder  

Video: THIN  
Students will evaluate the perspectives’ interpretation of the disorders and research current treatments and controversies regarding these disorders. Students will explore contemporary media and social messages aimed at males and females and how those messages may influence unhealthy body-images.

- Class Research: Media messaging regarding male and female body-image – what does media implicitly or explicitly tell consumers what is desirable?  
- Group Research Project: measuring body-image amongst adolescence.  
- Group Poster Project: how to help adolescence have a healthy body-image? Posters are designed to be displayed across the school.

Unit VII: Schizophrenia & Related Disorders (April)  
Students will know and understand schizophrenia (and its related disorders) and the below related disorders with respect to their characteristics, theoretical causes and treatment approaches according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.

- Group Research: contemporary theories on schizophrenia and its causes such as the viral hypothesis.

Unit VIII: Personality Disorders (May)  
Students will research and develop detailed presentations for the following personality disorders. Each presentation will include information on the characteristics, multicultural factors, case examples, and treatment approaches. These presentations are formal and are considered an assessment. Presentations of findings and explanations will be within a lecture hall setting.

- Paranoid Personality Disorder  
- Schizoid Personality Disorder  
- Schizotypal Personality Disorder  
- Antisocial Personality Disorder  
- Borderline Personality Disorder  
- Histrionic Personality Disorder  
- Narcissistic Personality Disorder  
- Avoidant Personality Disorder  
- Dependent Personality Disorder
- Obsessive-Compulsive Personality Disorder

**Group Activity:** Students will apply the Big Five Theory of Personality and personality disorders

**Special Investigations:** students will research specific examples within dysfunctional psychology and present their findings and explanations within a lecture hall setting.
- Mass murders: where does such violence come from?
- Dissociative Identity Disorder: is it real or something else?

**FINAL EXAM: A Mental Health Symposium**
Students will research a topic with respect to one of the below topics and prepare a report and analysis of recent psychological research on that topic.
Course Title: Sociology 101 and 102

Course #: 1650-1653

Course Description:

Soc 101: Introduction to Sociology
MCC Units: 3

This course offers a thorough study of human society and social phenomena. It is guided by sociology's basic principle that people's lives are affected not only by individual characteristics but also by their place in the social world. The course emphasizes the connections among human relationships, social institutions, and social organizations, which allow students to evaluate themselves, and the world around them, more analytically and critically.

Soc 102: Contemporary Social Problems
MCC Units: 3

This course analyzes social problems in a diverse society. It emphasizes economic, racial, and gender inequality, crime, poverty, the family, education, health care, and others. Students evaluate the causes, consequences, and solutions to the problems of our society.

UC/CSU Approval: MiraCosta Community College course
*Limit of 2 MiraCosta courses per semester

Grade Level: 11-12

Estimated Homework Per Week: 2.5 hours total. Approximately 1.5 hours of reading and 1 hour of writing/miscellaneous.

Prerequisite: Completion of English 2 with a grade of a B or higher both semesters OR completion of English 3 with a grade of a B or higher OR completion of English 2H, English 3H OR AP Language/Composition with a grade of C or higher both semesters

Recommended Prerequisite Skills:

Soc 101: Students should enter this class with the basic skills required to write critical essays and to perform academic research. The ability to process new vocabulary and abstract concepts is helpful.
Soc 102: A general understanding of the sociological concepts presented in Sociology 101 will greatly aid in students success. Students should enter this class with the basic skills required to write critical essays, to perform academic research, and to address real world social problems. The ability to process new vocabulary and abstract concepts is helpful.

Course Grade Scale:

Major Assessments/Units/Topics:

Soc 101: This class includes several short written assignments, one class presentation, one 4-6 page final paper, and 2 exams. Topics covered in this class include but are not limited to The History of Sociology, Social Theories, Culture, Social Structures, Social Groups and Organizations, Deviance, Stratification, Race, Gender, Education, Family, and Urbanization.

Soc 102: This class includes several short written assignments, 2 group projects/presentations such as videos or slides, and 2 exams. Topics covered include Poverty, Racial and Ethnic Inequality, Gender Inequality, Sexual Orientation and Inequality, Alcohol and other Drugs, Crime and Criminal Justice, and War and Terrorism.
Course Title: US History

Course #: 1631-1632

Course Description: United States History students examine major turning points in American history from the late 18th century to the present. During the year the following themes are emphasized: The expanding role of the federal government; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; the change in the ethnic composition of American society; the movements toward equal rights for minorities and women; and the rise of the United States as a major world power. Students expand their academic skills of reading, writing and research in the content area.

UC/CSU Approval: "a" approved

Grade Level: 11

Estimated Homework Per Week: Between 1.5-2 hours per week

Prerequisite: None

Recommended Prerequisite Skills:
- 8-Student Success Skills
- Analytical paragraph writing (CDW style)
- Map reading skills
- Note-taking skills
- Primary and Secondary source document analysis skills.

Course Grade Scale:
- 45% Tests/Quizzes/Major Projects
- 35% Homework/Classwork/Minor Projects
- 20% Final

Major Assessments/Units/Topics:
I. American Beginnings to 1877
   A. Topics: American Colonies, American Revolution, Expanding West, Civil War
C. Constitution after 1787: Federal vs. state authority.
D. Civil War and Reconstruction Assessment

II. Migration and Industrialization, 1877-1917
   A. Topics: Industrial Revolution, Immigration, Urbanization

III. Modern America Emerges, 1890-1920
   A. Topics: Progressive Era, Imperialism (ch 18), WWI - War at Home (ch 19.3)
   B. Progressive Era Assessment Test

IV. The 1920s and the Great Depression, 1919-1940
   A. Topics: Roaring Twenties, Great Depression, New Deal

V. World War II and Its Aftermath, 1931-1960
   A. Topics: World War II, Aftermath of World War II, Cold War
   B. WWII Assessment Test

VI. Living with Great Turmoil, 1954-1975
   A. Topics: Civil Rights, Vietnam War Assessment, Social Change (31.2)

VII. Passage to a New Century, 1968-Present - Cold War and Gulf War
    A. Topics: An Age of Limits, The Conservative Tide, United States in Today’s World (35.1)

Final Exam
Course Title: World Geography Foundations

Course #: 1620

Course Description: World Geography is a course that studies major events and movements from World History through the lens of geography while integrating the development of core academic skills. Students will investigate historical events through project-based learning and research. Map and primary source analysis are an integral part of the course. Students will frequently debate the interpretation of historical events and draw connections to today's world.

UC/CSU Approval: “a” approved

Grade Level: 9

Estimated Homework Per Week: 15-90 Minutes (Mostly project-based classwork)

Prerequisite: None

Recommended Prerequisite Skills: Basic Middle School Social Science Curriculum

Course Grade Scale:
- Homework/Projects: 50%
- Exams/Quizzes: 30%
- Final Project: 20%

Major Assessments/Units/Topics:
I. Introduction to Geography
Students will learn basic concepts of geography. They will work with maps and absolute and relative location.
- Assessment - Travel Journal Trip - Research/Creative Project

II. Pre-1492 and 1492: The Historical and Geographical Significance of Columbus
Students will look at primary sources from the time of Columbus and analyze the Columbian Exchange through a project.
- Assessment - The Columbian Grill Group Project

III. The Transatlantic Slave Trade: The Largest Forced Migration in World History
Students will study the Middle Passage and take a 15 question quiz on the topic.

IV. The Fall of American Empires
Students will analyze the effect of Guns, Germs, and Steel on the Native populations of the Americas.

● Assessment: Project - Weaponry Timeline - group project

V. Introduction to Research-Based Writing
Students will learn how to write academic papers from a historical standpoint.

● Assessment - Columbian Exchange DBQ (Document-based Question)
  ○ Students will get a prompt, documents, and graphic organizers and must turn in all of their work with their finished product.

VI. Imperialism: The Geographic Development of Empires
Students will use this topic as the background to their introduction to research based writing.

● Assessment -- 5 Paragraph Essay Test
  ○ Students will get 3 questions from the lectures and use the graphic organizers as a scaffolding tool to plan their thoughts before they take the exam.

VII. War in the Twentieth Century and its Shaping of the Contemporary World
Students will get a brief history of the World Wars and Cold War and use maps to identify battle sites.

● Assessment -- World War and Cold War Battle Maps
  ○ You will be given blank templates of various maps
    ■ World War I - Europe
    ■ World War II - Europe and Pacific
    ■ Cold War -- World Wide
  ● On these maps, you will annotate the major battles of each War
  ● On Notability, you will describe these battles - Date, Length, Belligerents, Winner

VIII. The Middle East Part I: Israel
Students will use map-based assignments to learn about the beginnings of the Arab-Israeli conflict.

● Assessment -- The Partition of Israel
  ○ Students will complete an assignment that details the development of Israel from 1947 to the present.

IX. The Middle East: Part II: Afghanistan, Iraq, Iran and the West
Students will use map-based assignments to document conflicts in the Middle East from 1950 to the present.

● Assessment -- Middle East Conflict Maps
  ○ You will annotate the major battles of each War
  ○ Describe these battles - Date, Length, Belligerents, Winner
Course Title: World History

Course #: 1621-1622

Course Description: World History students examine major turning points that shaped the modern world from 1789 to the present, continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. Students expand their academic skills of reading, writing and research in the content area.

UC/CSU Approval: “a” approved

Grade Level: 10

Estimated Homework Per Week: Between 1.5-2 hours per week

Prerequisite: None

Recommended Prerequisite Skills:
- Basic Middle School Social Science Curriculum
- 8-Student Success Skills
- Analytical Paragraph Writing Skills (CDW style)
- Primary and Secondary Source Documents Analysis Skills

Course Grade Scale:
- 45% Tests/Quizzes
- 40% Homework/Classwork/Projects
- 15% Final Exam

Major Assessments/Units/Topics:

I. Introduction to World Geography
   A. Topics: Geography Skills & Themes
      1. 5-Themes of Geography
      2. 8-Themes of World History
         a) Common Assessment Test

II. New Directions in Government and Society
   A. Topics: Classical Greece, Ancient Rome and Early Christianity
1. The Rise of Democracy - How has democracy evolved from its beginning in ancient Greece and Rome, the Judeo-Christian Tradition (Renaissance and Reformation) and 13th through 17th century England?
   a) Assessment: Document analysis; Democracy, possible reading quiz and Unit test.
2. Italian Renaissance, the Northern Renaissance, Martin Luther, Anglicanism & Calvinism.
   a) Assessment: Classical, Medieval, & Renaissance Art Gallery Walk, Reformation Religions Gallery Walk, Analysis & Presentation; Unit quiz/test.

III. An Age of Exchange and Encounter
   A. Topics: European Middle Ages, Formation of Western Europe

IV. Connecting Hemispheres
   A. Topics: European Renaissance, Church Reformation, Age of Exploration
      1. Europeans explore the East, Spanish conquests in America, European Settle North America, the Atlantic Slave Trade, the Columbian Exchange and Global Trade.
         a) Assessment: Outline Map and Unit Quiz/Test

V. Absolutism to Revolution
   A. Topics: Absolute Monarchs in Europe, Enlightenment, French Revolution, and Napoleon
      1. What led Enlightenment thinkers to question old ideas and what effect did it have in British North America?
         a) Assessment: Unit quiz/test.
      2. French Revolution and Napoleon Common Assessment Test. What was the impact of the French Revolution, the rise and fall off Napoleon, and the Congress of Vienna?
         a) Assessment: Political spectrum; Unit test.
      3. Nationalist Revolutions Sweep the West (24): What great shifts in thinking altered politics and the arts between 1789 and 1900?
         a) Assessment: Possible Latin American Nationalism Gallery Walk & DBQ or letter writing; Geography Packet; and Unit quiz/test.

VI. Industrialism and the Race for Empire
   A. Topics: The Industrial Revolution, Age of Democracy, Imperialism
      1. How did the Industrial Revolution begin and spread and how did it affect economics, politics, and society?
         a) Assessment: IR Gallery Walk & Poem writing; Romanticism Pic Collage; Document analysis; Unit test.
      2. What changes resulted in Africa and Asia from European colonial expansion?
a) Assessment: Africa & Asia Geography Packets, possible current event; Unit test.

VII. The World at War
   A. Topics: The Great War, Revolution, Nationalism, World War II
      1. The Great War (29): What were the causes, events, and effects of World War II?
         a) Assessment: Geography Packet, common Propaganda Poster, possible letter from the trenches, possible reading quiz, Unit test.
      2. Revolution and Nationalism (30) What were the results of the political upheavals that swept through Russia, and India before, during, and after World War I?
         a) Assessment: Soviet Gallery Walk & political cartoon, reading quiz, Unit test.
      3. World War II (31 & 32) What were the economic, political, social, and scientific changes that brought the world to the brink of a second world war? What were the causes, events and results of World War II?
         a) Assessment: Geography Packet, possible reading quiz, Unit test.

VIII. Perspectives on the Present
   A. Topics: Restructuring the Postwar World, Struggles for Democracy, Global Interdependence
      a) The Cold War (33) How did the United States and the Soviet Union compete for economic and military superiority in the Cold War era? Assessment: Geography Packet, possible reading quiz, Unit test
      2. The Colonies Become New Nations (34): (Optional) What independence movements and political conflicts took place in Africa and Asia as colonialism gave way after World War II?
         a) Assessment: Geography Packet, possible current event, possible reading quiz, Unit test.
         a) Assessment: Possible current event & reading quiz, Unit test. Week 32
      4. Global Interdependence (36): (Optional) How have advances in science and technology made the world more globally interdependent and affected peoples lives?
         a) Assessment: Possible current event, possible reading quiz, Unit test.