

# Bath High School

## Social Studies Curriculum Overview

### Advanced Placement United States Government and Politics

Curriculum Used: College Board Advanced Placement Government & Politics

Standards: [College Board Advanced Placement Standards](#)

#### Topics Covered

Semester 1	Semester 2
Unit #1 – Foundations of Government	Unit #4 – Institutions and Policy Processes of Government
Unit #2 – Political Opinions, Beliefs, and Behaviors	Unit #5 – Public Policy
Unit #3 – Political Parties, Elections and Campaigns, Interest Groups, and Mass Media	Unit #6 – Civil Liberties and Civil Rights

#### Focus Skills and Concepts

- Describe and compare important facts, concepts and theories pertaining to U.S. government and politics.
- Interpret and apply data from original documents, cartoons, graphs, letters, etc.
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Explain typical patterns of political behavior and their consequences.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast, etc.
- Prepare for and successfully pass the AP Examination on May.

Essential questions students can answer at the end of the course:

- What are the key functions and roles of political parties and interest groups in the United States political system?
- What is the role of mass media in the United States political system?
- What are the major formal and informal institutional arrangements of power in the Congress, the Presidency, the Bureaucracy, and the Federal Courts?
- How do the four institutions mentioned above work together and check one another?
- How is policy created and enacted in a federal system?
- What role has the judiciary played in the development of civil liberties and civil rights?
- What impact has the Fourteenth Amendment had on the constitutional development of rights and liberties?

Prerequisite skills critical for success in this class:

- This class is offered to juniors in high school who welcome the challenge of a rigorous academic curriculum.
- Students should be able to read and write at a college level, as the texts and supplemental readings are written for college level students.
- There are no specific classes listed as prerequisites to taking AP United States Government and Politics.

Major Projects

- Congressional Simulation
- The National Advanced Placement Examination offered by the College Board – students who take and pass this examination can receive college credit for the course.
- “Final” Project will be assigned following the AP Examination in early May. This project will vary from year to year and will involve research and reflection.

Assessments & Examinations

Semester 1

Semester 2 – The national AP Exam will replace a traditional final exam

# Bath High School

## Social Studies Curriculum Overview

### Advanced Placement Psychology

Curriculum Used: David Myers' Psychology for AP 2e

Student Website: <http://schoology.com> Note: Student username and password will be created / parent login can also be created

Standards: [College Board Advanced Placement Standards](#)

#### Topics Covered

Semester 1	Semester 2
Unit #1: History and Approaches Unit #2: Research Methods Unit #3: Biological Bases of Behavior Unit #4: States of Consciousness Unit #5: Sensation and Perception Unit #6: Development Unit #7: Learning Unit #8: Cognition	Unit #9: Motivation and Emotion Unit #10: Personality Unit #11: Testing Unit #12: Abnormal Behavior / Treatment Unit #13: Social Psychology Unit #14: AP Review Unit #15: Post AP Exam Project

#### Focus Skills and Concepts

- Evaluate methodology and approaches central to psychology throughout its history.
- Recognize the strengths and weaknesses of applying psychological theories to behavior.
- Identify and understand the contributions of key historical figures essential to the development of modern psychology.
- Designing psychological experiments and evaluating the results of completed experiments.
- Understand the relationship between physiological processes and behavior.
- Examine variations in consciousness including: sleep cycle, dreams, hypnosis, and the impact of psychoactive drugs.
- Explore different kinds of learning including: classical conditioning, operant conditioning, and observational learning.
- Examine how humans learn, remember, and retrieve information.

- Explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.
- Examine the processes that contribute to behavioral changes throughout the life span.
- Explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them.
- Understand issues related to the study of intelligence and the creation of tests.
- Examine abnormal behavior and the diagnosis and treatment of psychological disorders.
- Examine how humans relate to one another in social situations.
- Identify, define, and apply psychological terms / concepts to scenarios presented in free response questions.
- Evaluate the results of psychological studies and apply important terms and concepts related to psychological research to these results.

Prerequisite skills critical for success in this class:

- This class is offered to juniors and seniors in high school who welcome the challenge of a rigorous academic curriculum.
- Students should be able to read and write at a college level, as the text and supplemental readings are written for college level students.
- There are no specific classes listed as prerequisites to taking AP Psychology.

Major Projects

- Summer work will involve an evaluation of significant studies related to psychology
- The National Advanced Placement Examination offered by the College Board – students who take and pass this examination can receive college credit for the course.
- “Final” Project will be assigned following the AP Examination in early May. This project will vary from year to year and will involve research, reflection, and / or an evaluation of significant studies in the field of psychology.

Assessments & Examinations

Semester 1

Semester 2: The national AP Exam will replace a traditional final exam

# Bath High School

## Social Studies Curriculum Overview

### Advanced Placement United States History

Curriculum Used: *The American Pageant*, AP Edition, Fourteenth Edition

Student Website: <http://schoolology.com> Note: Student username and password will be created / parent login can also be created

Standards: [College Board Advanced Placement Standards](#)

#### Topics Covered

Semester 1	Semester 2
Unit #1: 1491-1607 Native Americans	Unit #1: 1890-1916 Populist and Progressive Reform
Unit #2: 1607-1754 Western Colonization	Unit #12: 1916-1920 – World War I
Unit #3: 1754-1776 American Identity	Unit #13: 1920-1937 – 1920s/30s domestic issues
Unit #4: 1776-1800 Articles of Confederation to Constitution	Unit #14: 1920-1945 American foreign policy – from isolationism to internationalism
Unit #5: 1800-1824 Two Party System, sectional conflict related to slavery	Unit #15: 1945-1961 Early Cold War Era
Unit #6: 1824-1848 Second Great Awakening / Democracy / Market Revolution	Unit #16: 1961-1980 Civil Rights, Continuing Cold War, Vietnam
Unit #7: 1844-1861 Manifest Destiny	Unit #17: 1980-present politics, economics, foreign and domestic policy
Unit #8: 1861-1877 Civil War & Reconstruction	Unit #18: AP Exam Review
Unit #9: 1865-1898 Gilded Age	
Unit #10: 1890-1902 American Imperialism	

#### Focus Skills and Concepts

- Master a broad body of historical knowledge.
- Use historical data to support a thesis.
- Interpret and apply data from original documents, cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast, etc.
- Understanding of interpretations of historical events and people through supplemental readings by historians.
- Prepare for and successfully pass the AP Examination on May 6<sup>th</sup>.
- Explore historical thinking skills – including:

- Chorological Reasoning
- Comparison and Contextualization
- Crafting Historical Arguments from Historical Evidence
- Historical Interpretation and Synthesis
- Focus on Course Themes – including:
  - Identity (ID)
  - Work, Exchange, and Technology (WXT)
  - Peopling (PEO)
  - Politics and Power (POL)
  - America in the World (WOR)
  - Environment and Geography – Physical and Human (ENV)
  - Ideas, Beliefs, and Culture (CUL)

Prerequisite skills critical for success in this class:

- This class is offered to sophomores, juniors, and seniors in high school who welcome the challenge of a rigorous academic curriculum.
- Students should be able to read and write at a college level, as the texts and supplemental readings are written for college level students.
- There are no specific classes listed as prerequisites to taking AP United States History.

Major Projects

- Summer work will get a head start on our units 1 and 2 reading, taking online reading quizzes, and completing an assignment on a supplemental reading.
- The National Advanced Placement Examination offered by the College Board – students who take and pass this examination can receive college credit for the course. Between 3 and 8 credits depending on the score and university.
- “Final” Project will be assigned following the AP Examination in early May. This project will vary from year to year and will involve research and reflection.

Assessments & Examinations

Semester 1

Semester 2 – The national AP Exam will replace a traditional final exam

# Bath High School

## Social Studies Curriculum Overview

### Civics

Class Website: [Class Page](#)

Class Calendar: [iCal Page](#)

Standards: [High School Content Expectations for Social Studies](#)

#### Topics Covered

One Semester Course
Constitutional Underpinnings
Political Beliefs and Behaviors
Political Parties, Interest Groups, and Mass Media
Institutions of National Government
Public Policy
Civil Rights and Civil Liberties

#### Focus Skills and Concepts

- Write argumentative responses and essays to various prompts.
- Interpret and use information from primary and secondary sources.
- Describe and compare important facts, concepts, and theories pertaining to the US government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Interpret basic data relevant to U.S. Government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

Essential questions students can answer at the end of the course:

- What are civic life, politics and government?
- What are the origins and foundations of the American political system?
- How does the government established by the Constitution function to embody the purposes, values and principles of American constitutional democracy?
- What is the relationship of the United States to other nations and its role in world affairs?
- What are the roles of citizens in American society?

Prerequisite skills critical for success:

- Basic organizational skills
- Read at grade level

Assessments & Examinations

Content Standards Assessed



# Bath High School

## Social Studies Curriculum Overview

### Economics

Curriculum Used: *Economics: Principles in Action* (Prentice Hall, 2007)

Student Website: <http://schoolology.com> Note: Student username and password will be created / parent login can also be created

Standards: [State of Michigan Social Studies Standards](#)

#### Topics Covered

##### One Semester Course

Unit #1: Introduction to Economics  
Unit #2: Supply and Demand  
Unit #3: Business Organizations  
Unit #4: Money, Banking, and Personal Finance  
Unit #5: Measuring Economic Performance  
Unit #6: Taxes and Government Spending  
Unit #7: Fiscal Policy  
Unit #8: International Trade

#### Focus Skills and Concepts

- Introduce students to the basic principles of microeconomics.
- Introduce students to the basic principles of macroeconomics.
- Examine the American Free Enterprise System.
- Compare the American Free Enterprise System to economic systems around the world.
- Examine the role supply and demand play in the marketplace.
- Examine key tools (GDP, GNP) used for measuring economic performance.
- Examine the role money, investing, and banking plays in our economy.
- Identify and describe different business organizations and market structures present in the economy.
- Examine the reasons behind international trade.
- Develop a better understanding of the role the government (local, state, federal) plays in our economy and examine controversy and debate over the its role.

Essential questions students can answer at the end of the course this class:

- What is scarcity and how does it affect me?
- What are the factors of production and how do they apply to production in our economy?
- How does our economic system answer the three basic questions in economics? (How do we produce? What to produce? Who consumes?)
- How do other economic systems address the three basic economic questions?
- How do markets work?
- What is the role of supply and demand in the marketplace?
- Why do nations trade?
- What role does the government play in the flow of goods and services within our economy?

Prerequisite skills critical for success in this class:

- This class is generally offered to sophomores, juniors, and seniors
- There are no specific prerequisites to taking Economics

Major Projects

- Business Proposal Project
- Market Structures Project

Assessments & Examinations

A semester final exam will be given. This is a one semester class so there will only be one final exam. The final exam consists of 80-100 multiple choice questions and is worth 15% of each student's final grade for the course.

# Bath High School

## Social Studies Curriculum Overview

### Law

Curriculum Used: [Street Law: A Course in Practical Law](#)

#### Topics Covered

Unit #1 – Introduction to Law and the Legal System	Unit #4 – Consumer and Housing Law
Unit #2 – Criminal Law and Juvenile Justice	Unit #5 – Family Law
Unit #3 – Torts	Unit #6 – Individual Rights & Liberties

#### Focus Skills and Concepts

- Take an active role in civic affairs of their schools, communities, and country.
- Identify problems and make positive change in their lives and the lives of others.
- Strengthen knowledge of the Supreme Court.
- Exposure to legal careers and pathways to pursue said careers.
- Communicate effectively and advocate a position on legal topics relevant at the local, state, and national levels.
- Work cooperatively as a team while practicing conflict resolution skills.
- Identify problems and potential solutions related to issues individual rights and liberties.

#### Essential questions students can answer at the end of the course:

- Why is it important for society to have laws?
- Do laws accurately reflect the values of society in the United States?
- Do laws equally protect the rights of all citizens?
- How does the legal system resolve conflicts between individuals?
- How does the legal system assess individual rights and responsibility?
- Does the court system ensure fair and equitable treatment of all citizens?
- Why do people commit crimes?
- Should we have a separate system of law for juveniles?
- When should a juvenile be tried as an adult?
- What function does tort law serve in our society?

Prerequisite skills critical for success in this class:

- This class is offered to sophomores, juniors, and seniors in high school who have an interest in the laws and policies of the United States Government.
- There are no specific classes listed as prerequisites to taking Law.

Major Projects

- Teen Court participation and reflection
- Mock Trials
- Student participation in local government (school board meetings, township meetings, etc.)
- Drafting a Law (simulation)

Assessments & Examinations

Semester Final Exam

# Bath High School

## Social Studies Curriculum Overview

### United States History

Lesson Plans: [U.S. History Planbook Page](#)

Standards: [High School Content Expectations for Social Studies](#)

#### Topics Covered

Semester 1	Semester 2
Unit #1: US Constitution / Core Values	Unit #7: World War II
Unit #2: American Industry & The Gilded Age	Unit #8: Politics & Foreign Policy 50s/60s
Unit #3: The Progressive Era	Unit #9: Civil Rights
Unit #4: U.S. Foreign Policy 1877-1920	Unit #10: Vietnam
Unit #5: The 1920s	Unit #11: 70s/80s Politics & Foreign Policy
Unit #6: The Great Depression	Unit #12: Modern US History

#### Focus Skills and Concepts

- Compare causes and/or effects, including between short and long term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.
- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.
- Explain ways that historical events and processes can be organized within blocks of time.
- Compare related historical developments and processes across place, time, and/or different societies or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.

- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.
- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.
- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
- Apply insights about the past to other historical contexts or circumstances, including the present.

Essential questions students can answer at the end of the course:

- What led to United States involvement in foreign conflicts during the period 1877-present?
- What was the role of the United States in foreign conflicts during the period 1877-present?
- What civil rights were fought for and earned during the period 1877-present?
- How did life change for Americans (home, work, economic) during the period 1877-present?
- What were some of the most significant changes in American politics during the period 1877-present?

Assessments & Examinations

Semester 1: 1877-1930s

Semester 2: World War II to present

# Bath High School

## Social Studies Curriculum Overview

### World History

Curriculum/Textbook: [Prentice Hall World History](#)

Standards: [High School Content Expectations for Social Studies](#)

[Common Core State Literacy Standards History/Social Studies 9-10](#)

#### Topics Covered

Semester 1	Semester 2
Early Civilizations World Religions Inter-Regional Interactions	Global Politics and Economic Systems Genocide and World-Wide Conflict Interdependence

#### Focus Skills and Concepts

- Describe the historical development of major world civilizations and cultures.
- Compare and contrast the five major world religions.
- Discuss the development of the modern world and how interdependence and world trade are major components of modern government policy.
- Analyze the root causes of inter-regional conflict amongst various groups of people.
- Explain the current world position of modern nations and how their position is impacted by historical events.
- Relate to the struggles of different nations, people and cultures around the world that are significant to their region.

#### Essential questions students can answer at the end of the course:

- How has the modern system of world power developed from historical events?
- What philosophies related to society and government have evolved throughout history and affect the modern world today?
- Why is the modern world so interconnected?
- How has religion impacted the growth of societies around the world?

### Major Projects

Unit 1 - Using primary and secondary sources project

Unit 2 – Impacts of the Fall of Rome Essay

Unit 4 - European Feudalism Project

Unit 5 - African Empires Presentation

Unit 6 - Chinese Dynasty Project

Unit 8 - European Exploration Play

Unit 9 - The Renaissance Project

Unit 10 - Eastern Civilizations Research Project

Unit 14 - The French Revolution Children's Book

Unit 18 - Genocide in the 20<sup>th</sup> Century Project

### Assessments & Examinations

Unit Tests 3, 6-9, 11-13, 15-17

Semester 1 Exam

Semester 2 Exam