

SOCIAL STUDIES COURSE DESCRIPTIONS

OC *United States Government
Course # 2106310
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit Half credit (5)

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.

Q *United States Government Honors
Course # 2106320
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit Half credit (5)

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.

Q *Advanced Placement United States Government and Politics
Course # 2106420
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit Half credit (5)

Students acquire a critical perspective of politics and government in the United States. They learn general

concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.
Students are required to take the Advanced Placement examination.

OC *World History
Course # 2109310
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

OC Q *World History Honors
Course # 2109320
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those

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fundamental ideas and events from ancient and classical civilizations.

OC *United States History
Course # 2100310
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

OC Q *United States History Honors
Graduation Requirement: American History (AH)
Course # 2100320
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Students examine the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.

Q *Advanced Placement United States History
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Course # 2100330
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.
Students are required to take the Advanced Placement examination.

Courses that Satisfy the Economics Courses that Include Financial Literacy for a Standard Diploma

OC Economics with Financial Literacy
Course # 2102335
Grade Level 9-12
Length 1 Semester
Prerequisite None
Credit 1/2

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge

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and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Courses that Satisfy the Economics Courses that Include Financial Literacy for a Standard Diploma

OC Q Economics with Financial Literacy Honors
Course # 2102345
Grade Level 9-12
Length 1 Semester
Prerequisite None
Credit 1/2

Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-

taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Instructional Practices
Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Q *Advanced Placement Microeconomics
Course # 2102360
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit Half credit (5)

Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system.

Students are required to take the Advanced Placement examination.

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OC Psychology I
Course # 2107300
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit Half credit (5)

Through study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Psychology II
Course # 2107310
Grade Level 9-12
Length 1 semester
Prerequisite Psychology I
Credit Half credit (5)

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Q Advanced Placement Psychology
Course # 2107350
Grade Level 9-12
Length 1 year
Prerequisite Recommended: Psychology I
Credit 1

Analyze human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Students are required to take the Advanced Placement examination.

OC Sociology
Course # 2108300
Grade Level 9-12
Length 1 semester
Prerequisite None
Credit Half credit (5)

Through the study of sociology, students acquire an understanding of group interaction and its impact on

individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

Global Studies
Course # 2104320
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

OC World Cultural Geography
Course # 2103300
Grade Level 9-12
Length 1 year
Prerequisite None
Credit 1

The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the

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interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

Q *Advanced Placement Human Geography	
Course #	2103400
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time.

Students are required to take the Advanced Placement examination.

Q *Advanced Placement World History	
Course #	2109420
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

Students understand the development of civilizations of the world within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

Students are required to take the Advanced Placement examination.

Q Advanced Placement European History	
Course #	2109380
Grade Level	9-12
Length	1 year
Prerequisite	None
Credit	1

Students analyze the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

Students are required to take the Advanced Placement examination.

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Multicultural Studies	
Course #	2104600
Grade Level	9-12
Length	1 semester
Prerequisite	None
Credit	Half credit (.5)

The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

Explanation of Symbols	
Symbol	Explanation
*	Course meets Social Studies graduation requirement.
OC	The Pinellas County Schools virtual symbol indicates this course is available in a virtual learning environment.
Q	This course carries quality points.

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