DEPARTMENT: Social Science

AMERICAN GOVERNMENT (P) 3464
Length: 1 Term  College Prep: Yes  Grades: 12  Credits: 5
Repeatable for Credit: No
Required Prerequisite: None
Recommended Prerequisite: None
Meets UC/CSU “a” requirement
Meets EUHSD American Government Requirement

Scholars in grade twelve pursue a deeper understanding of the institutions of American Government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of the government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. The learning standards represent the culmination of civic literacy as scholars prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This course is guided by a series of rigorous, relevant project-based learning tasks, which require scholars to engage in inquiry-based research that includes intensive reading, discussion, and writing as well as collaboration between scholars and other audiences.

ECONOMICS (P) 1788
Length: 1 Term  College Prep: Yes  Grades: 12  Credits: 5
Repeatable for Credit: No
Required Prerequisite: None
Recommended Prerequisite: None
Meets UC/CSU “g” requirement
Meets EUHSD Economics Requirement

The study of twelfth-grade economics provides scholars with an opportunity to consider the impact of choice on individuals, groups, and institutions. The study of economics allows for the analysis of human behavior and builds scholar’s ability to make informed decisions based on relevant economic information. Indeed, this course provides rigorous and relevant learning experiences related to the following topics: the analysis of costs and benefits, the trade-offs between consumption, investment, and savings, the availability and allocation of natural resources, the distribution of resources among investors, managers, workers, and innovation, the role of the government in supporting, taxing, and investing into industries, and human and physical capital. Scholars explore how economic topics and phenomenon such as scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets affect us in our day-to-day lives. The first part of the course will focus on the fundamental concepts of economics including supply, demand and scarcity. Later topics include the organization of individual businesses and industries, the labor market, the role of government, money, banks, investing and the global economy. The course is aligned with the latest learning standards and frameworks and includes ongoing inquiry-based research, reading, writing, and performance-based tasks.

PSYCHOLOGY A/B (P) 1468
Length: 1 Term  College Prep: Yes  Grades: 11-12  Credits: 10
Repeatable for Credit: No
Required Prerequisite: None
Recommended Prerequisite: None
Meets UC/CSU “g” requirement
Meets EUHSD Elective Credit

Psychology is the systematic study of behavior and mental processes as well as the factors, which influence them. Psychology encompasses broad areas of research about human behavior. This course will provide scholars the opportunity to learn about the major areas in the field. The course will tie scientific issues to applications in daily life. Scholars will become familiar with research methods used by psychologists in order to better understand theory and practice.

US HISTORY & PUBLIC HEALTH A/B (H) 1442/1443 (Weighted)
Length: 1 Year  College Prep: Yes  Grades: 11-12  Credits: 10
Repeatable for Credit: No
Required Prerequisite: None
Recommended Prerequisite: English 9 & English 10
Meets UC/CSU “a” requirement
Meets EUHSD US History Requirement

The purpose of US History and Public Health is to analyze the significant periods of US History while building and establishing a foundation of practical knowledge in healthcare applications. Students will study thematic events in history as a pathway to understand the context and scope of public health on both the individual level and within the public sector. Students will analyze the cause and effect relationship between events throughout US history, and the country’s approach to health and medical care. Examples include the Great Depression and how the US Government changed policies to improve the health of the citizens as well as the impact of the Civil and World Wars and how battlefield medicine improved healthcare of the citizens. Students will use their analysis of the integrated curriculum that includes traditional texts, primary source health and history documents, as well as public sources to demonstrate their skills and knowledge in U.S. History through the lens of healthcare. On completion of the course, students will be completing their eleventh grade US history requirement while being prepared for the advanced Health course in their Health care pathway.

Scholars in the Honors section will build research, writing, and academic discussion skills through independent research projects that make connections between major points in history to the role of science and biotechnology in health care advances.

WORLD HISTORY A/B (P) 3418/3419
Length: 1 Year  College Prep: Yes  Grades: 10  Credits: 10
Repeatable for Credit: No
Required Prerequisite: None
Recommended Prerequisite: None
Meets UC/CSU “a” requirement
Meets EUHSD World History Requirement

Scholars in World History study major turning points that shaped the modern world; they study world history from the late eighteenth century through the present day including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Furthermore, this course is designed to help scholars extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Scholars develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Scholars consider multiple accounts of events in order to understand international relations from a variety of perspectives. This course emphasizes the concept of “thinking and working like a historian” and includes a variety of literacy-intensive project-based learning tasks, which require scholars to engage in inquiry, research, reading, collaboration, and writing. Scholars are also encouraged to use technology to enhance and publish their learning and work.

Note: Scholars at Del Lago Academy integrate the study of world history within their 10th grade humanities class which combines the content of their 10th grade English and World History into a single course that encompasses both the English literacy standards and world history content standards. Included in this document are sample assessments connected to the world history content standards used at DLA.