

# HBUHSD Course Descriptions

## History/Social Science

### *Introduction*

The years of early adolescence have been termed a watershed in the development of students' political, economic and historical thought. Students who at age twelve are only beginning to be able to entertain abstract historical or political ideas or reasoning processes will normally, by age sixteen, have the capacity to engage in analytical thought that is "recognizably adult." High school teachers recognize the continuing need of many students for concrete illustrations and instructional approaches if they are to understand and relate to these political, economic and historical studies. Our high school's curriculum provides learning opportunities that challenge students' growing abstract analytical thinking capabilities, and one of our primary goals is to assist in the development of these skills.

These more abstract reasoning skills emerge with the adolescent's development of formal thought. Formal thought allows students to develop abstract understanding of historical causality - the complex pattern of relationships between historical events, their multiple antecedents, and their consequences considered over time. Formal thought also allows students to grasp the workings of political, economic, and social systems as *systems* and to engage in higher levels of policy analysis and decision making. In addition, formal thought permits students to deepen and extend their understanding of the more demanding civic learnings: Understanding, for example, political conflict in a free society and its resolution under law, or understanding the fundamental substantive and procedural values guaranteed by the Constitution.

In this curriculum these advanced historical, political, economic and civic learnings and advanced critical thinking skills are developed in grades nine through twelve.

### *Possible Career Objectives for the Students in History/Social Science*

Proficiencies in oral and written skills are basic requirements in any field the student may choose for a career. Career possibilities for the student with talent in History/Social Science would include, but not be limited to, the fields of Law, Business, Public Service, and Education. The critical thinking skills emphasized in History/Social Science curriculum would become an invaluable tool in all professions, either as an emphasis or a complement, and it would serve a student well to focus on the development of all skills within the broader school curriculum.

### *Guidelines*

Huntington Beach Union High School District programs, activities, and practices shall be free from discrimination based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

## Course Offerings

### A - History / Social Science - 3 years required

Three years of history/social science, including one year of World History, Cultures or Geography: The Modern World; one year of U.S. History and Geography: Continuity and Change in the Twentieth Century (proposed change in course title for New California State Framework - Continuity and change in Modern United States History), and one semester of Principles of American Democracy (U.S. Government) and one semester of Economics.

	Crs Code 1st sem/ 2nd sem	Course Title	Honor Type	Grade	Category	Prerequisite/ Recommended	HB HS	W HS	M HS	FV HS	E HS	OV HS	Vv HS	C HS
	<b>10A 10B</b>	<b>World History A/B</b>		10	World History / Geography / Cultures	None	HB	W	M	FV	E	OV	Vv	C
	<b>10C 10D</b>	<b>World History Honors</b>	H	10	World History / Geography / Cultures	Teacher recommendation or B/A grade in World Geography Honors or grade of A in regular World Geography. Option: Writing sample and Honors English placement. Placement subject to review by the Social Science Coordinator.	HB				E			
	<b>10C 10D</b>	<b>World History Honors/MUN</b>	H	10	World History / Geography / Cultures	Qualifying Test Score, Teacher recommendation. Student must prepare for and compete in multiple MUN Conferences during the year.	HB				E			
	<b>10E 10F</b>	<b>International Baccalaureate World History Honors A/B</b>	IB	10	World History / Geography / Cultures	A.P. U.S. History grade of C or better, teacher approval.					E	OV		
★	<b>10G 10H</b>	<b>Advanced Placement European History</b>	AP	10	World History / Geography / Cultures	Site specific				FV	E			
★	<b>10N 10O</b>	<b>Advanced Placement World History A/B</b>	AP	10	World History / Geography / Cultures	Site specific	HB	W	M			OV		
★	<b>10P 10Q</b>	<b>Advanced Placement Human Geography</b>	AP	9	World History / Geography / Cultures	None	HB	W						
	<b>12E 12F</b>	<b>United States History</b>		11	U.S. History		HB	W	M	FV	E	OV	Vv	C
	<b>12I 12J</b>	<b>United States History/MUN Honors</b>		11	U.S. History	Teacher recommendation or grade of B/A in World History Honors or grade of A in regular World History; Students must prepare for and compete in multiple MUN Conferences and help administer one conference	HB				E			
★	<b>12K 12L</b>	<b>Advanced Placement United States History</b>	AP	11	U.S. History	Site specific	HB	W	M	FV	E	OV		
★	<b>12K 12L</b>	<b>A.P. United States History/MUN</b>	AP	11	U.S. History	A or B in World history/MUN and teacher recommendation.	HB							
★	<b>12Q</b>	<b>International Baccalaureate United States History</b>	IB	11	U.S. History							OV		

	<b>13C</b>	<b>United States Government/Fundamentals</b>		12	American Government / Civics	Teacher recommendation; placement testing											C
	<b>13E</b>	<b>United States Government</b>		12	American Government / Civics		HB	W	M	FV	E	OV	Vv				C
	<b>13I</b>	<b>United States Government MUN Honors</b>	H	12	American Government / Civics	Teacher approval/US History MUN. Students must also prepare for and compete in multiple MUN Conferences and help administer two conferences hosted by Edison High School	HB	W			E						
★	<b>13K</b>	<b>Advanced Placement U.S. Government</b>	AP	12	American Government / Civics	Site specific	HB	W	M	FV	E						
	<b>14E</b>	<b>Economics</b>		12	American Government / Civics		HB	W	M	FV	E	OV	VV				C
	<b>14D</b>	<b>Financial Literacy</b>		9-12	Elective	None											C
	<b>14G</b>	<b>Economics Honors</b>	H	12	American Government / Civics	Teacher recommendation or B/A in U.S. History AP/MUN or Government Honors or grade of A in regular U.S. History or Government; option: writing sample. Placement subject to review by the Coordinator					E						
★	<b>14K</b>	<b>Advanced Placement Economics</b>	AP	12	American Government / Civics	Site specific	HB	W	M		E						
★	<b>14P</b>	<b>Advanced Placement Psychology</b>	AP	11-12	History / Social Science	Site specific	HB	W	M	FV	E						
	<b>15B</b>	<b>World Geography</b>		9	World History / Geography / Cultures	None			M	FV	E						C
	<b>15C</b>	<b>World Geography Honors</b>	H	9	World History / Geography / Cultures	Site specific	HB		M	FV	E	OV					
	<b>15E</b>	<b>Social Psychology</b>		11-12	History / Social Science		HB			FV	E	OV					
	<b>16H 16I</b>	<b>World History/LEP</b>		10	World History / Geography / Cultures	<a href="#">See PELL/ELD/SDAIE Course Description</a>	HB	W	M	FV		OV					
	<b>16J 16K</b>	<b>United States History/LEP</b>		11	U.S. History	<a href="#">See PELL/ELD/SDAIE Course Description</a>	HB	W	M	FV		OV					
	<b>16L</b>	<b>United States Government LEP</b>		12	American Government / Civics	<a href="#">See PELL/ELD/SDAIE Course Description</a>	HB	W	M	FV		OV					
	<b>16M</b>	<b>Economics LEP</b>		12	American Government / Civics	<a href="#">See PELL/ELD/SDAIE Course Description</a>	HB	W		FV		OV					
	<b>18A</b>	<b>9 World Geography Honors/MUN</b>		9	History / Social Science	Qualifying Test Score, Teacher Recommendation					E						

### Graduation Credit:

HS - fulfills high school graduation requirement

The following courses meet requirements for admission to the University of California.

- 🌟 denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.
- 🔹 denotes courses that cannot be used to fulfill the "g" elective requirement. The 'category' column represents the specific subject requirement fulfilled by the course.

HB- Huntington Beach High School	E- Edison High School
W - Westminster High School	OV - Ocean View High School
M - Marina High School	Vv - Valley Vista High School
FV - Fountain Valley High School	C - Coast High School

## World History A / B

Course Code	Length	Grade	Prerequisite	Available
10A / 10B	Year	10	None	HBHS, WHS, MHS, FVHS, EHS, OVHS, VVHS, CHS

Credit: HS, CSU/UC (a)

### Course Description

This course is a chronological and/or thematic survey of the continuing political, economic, and social development of human civilization from 1789 until the present. After a brief review of the Rise of Democratic Ideas, students will examine the development and contributions of both Western and non-Western civilizations. The course reflects more the "how and why" of history than the "what." World History provides students with an opportunity to study the complex interplay of motive, cause, change, chance, and circumstance of human life. Among the topics studies are: Unresolved Problems of the Modern World; The Rise of Democratic Ideas; Industrialization and its Impact; Imperialism with a Case Study on India; World War I - Its Causes and Consequences; The Rise of Totalitarianism; World War II - Its Causes and Consequences; Nationalism in the Third World; World in Transition.

This course meets the district and state world history requirement and fulfills world history requirements at the universities.

## World History Honors / MUN

Course Code	Length	Grade	Prerequisite	Available
10C / 10D	Year	10	Teacher recommendation or B/A grade in World Geography Honors or grade of A in regular World Geography. Option: Writing sample and Honors English placement. Placement subject to review by the Social Science Coordinator. MUN: World Geography Honors MUN	HBHS, EHS

Credit: HS, CSU/UC (a)

### Course Description

World History Honors is designed for the strongly motivated, academically accelerated student. It is a chronological and/or thematic survey of the continuing political, economic, and social development of human civilization from 1789 until the present. After a brief review of the Rise of Democratic Ideas, students will examine the development and contributions of both Western and non-Western civilizations. The course reflects more the "how and why" of history than the "what." World History provides students with an opportunity to study the complex interplay of motive, cause, change, chance, and circumstance of human life. Among the topics studied are: Unresolved Problems of the Modern World; The Rise of Democratic Ideas; Industrialization and its Impact; Imperialism with a Case Study on India; World War I - Its Causes and Consequences; The Rise of Totalitarianism; World War II - Its Causes and Consequences; Nationalism in the Third World; World in Transition.

World in Transition Enrollment is limited to college-bound students who are recommended by the freshman geography or English honors teachers for accelerated courses or by teacher interview. This course fulfills the district requirement and the elective requirement of the universities. Course meets district and state requirement and fulfills the University of California World History requirement

MUN: In addition, students must prepare for and compete in multiple Model United Nations conferences during the year.

## IB World History Honors

Course Code	Length	Grade	Prerequisite	Available
10E / 10F	Year	12	A.P. U.S. History grade of C or better, teacher approval.	OVHS

Credit: HS, CSU/UC (a)

### Course Description

This is a college level introductory course in World History with an emphasis on the general narrative of history from the 1700's to the present day. The study includes an examination of the political and diplomatic, intellectual and cultural, and social and economic history of various regions. Special emphasis will be given to the causes and effects of war, social change in the 20th century, the rise and fall of single party states, religion and politics, and East/West relations after 1945. Students are expected to evaluate historical materials, use and analyze primary sources, write essay examinations and analytical and research papers.

## Advanced Placement European History A/B

Course Code	Length	Grade	Prerequisite	Available
10G / 10H	Year	12	Site specific	FVHS, EHS

Credit: HS, CSU/UC (a)

### Course Description

European History Advanced Placement prepares the strongly motivated, academically accelerated, college-bound student for the College Board's AP national exam. This course is equivalent to a college-level introductory course in European history; emphasis is on the general narrative of European history from 1450; the study includes an examination of the political and diplomatic, intellectual and cultural, and social and economic history of Europe. Students are expected to evaluate historical materials, use and analyze primary sources, write essay examinations and analytical and research papers. This course differs from the required World History course of study in that it is an in-depth comprehensive survey of the history of Western civilization from 1450 to the present. This course fulfills the district world history requirement and may be used to fulfill the University of California's World History requirement.

## Advanced Placement World History

Course Code	Length	Grade	Prerequisite	Available
10N / 10O	Year	10	Site specific	HBHS, WHS, MHS, OVHS

Credit: HS, CSU/UC (a)

### Course Description

AP World History is designed for the strongly motivated, academically accelerated student. It is a chronological and/or thematic survey of the continuing political, economic, and social development of human civilization from 1789 to the present. After a brief review of the Rise of Democratic Ideas, students will examine the development and contributions of both Western and non-Western civilizations. The course reflects more the "how and why" of history than the "what." AP World History provides students with an opportunity to study the complex interplay of motive, cause, change, chance and circumstance of human life. Among the topics studied are: Unresolved Problems of the Modern World; The Rise of Democratic Ideas; Industrialization and its Impact; Imperialism with a Case Study on India; World War I - Its Causes and Consequences; The Rise of Totalitarianism; World War II - Its Causes and Consequences; Nationalism in the Third World; World in Transition.

This course prepares students for the College Board's AP national exam. It meets the district and state requirement and fulfills the University of California World History requirements.

## Advanced Placement Human Geography

Course Code	Length	Grade	Prerequisite	Available
<a href="#">10P / 10Q</a>	Year	9	Teacher Recommendation	HBHS, WHS

Credit: HS, CSU/UC (a)

### Course Description

AP Human Geography is a yearlong course designed to provide students with a learning experience equivalent to one obtained in a college-level introductory course. The purpose of this course is to introduce students to the systematic study and understanding of spatial patterns and processes that have shaped human understanding, use, and alteration of the planet. Students will learn the methods and tools used by geographers to examine the human organization of space. The course is structured according to the course outline found in the most recent AP Human Geography Course Description published by the College Board. In preparation for the AP Geography examination, this course will be divided into seven units of study, which include the nature of geography, population, culture, political geography, agriculture, industry/development, and urban patterns.

## United States History

Course Code	Length	Grade	Prerequisite	Available
<a href="#">12E / 12F</a>	Year	11	Site Specific	HBHS, WHS, MHS, FVHS, EHS, OVHS, VvHS, CHS

Credit: HS, CSU/UC (a)

### Course Description

United States History is a survey of historical data, themes, concepts, personalities, and interpretations necessary to a basic understanding of our nation's past from the Progressive Era (1890s) to contemporary times. While the course does provide a short review of our nation's beginnings and its development in the nineteenth century, this course is essentially a study of twentieth-century America. Students acquire, explore, and question central ideas and interpretations in American history and develop more effective writing and thinking skills. Major historical periods and topics include: The Progressive Era; World War I; The Jazz Age; The Great Depression; World War II; The Cold War; Hemispheric Relationships in the Postwar Era; Civil Rights Movement; Postwar American Society; The United States in Recent Times.

This course fulfills the district and state U.S. History requirement, and the U.S. History requirement for the universities.

## United States History Honors/MUN

Course Code	Length	Grade	Prerequisite	Available
<a href="#">12I / 12J</a>	Year	11	Site specific	HBHS, EHS

Credit: HS, CSU/UC (a)

### Course Description

United States History is a survey of historical data, themes, concepts, personalities and interpretations necessary to a basic understanding of our nation's past from the Progressive Era (1890's) to contemporary times. Students acquire, explore, and question central ideas and interpretations in American history and develop more effective writing and thinking skills. Major historical periods and topics include: The Progressive Era, World War I, the Jazz Age, the Great Depression, World War II, the Cold War, Civil Rights Movement, and Postwar American Society.

In addition, students must prepare for and compete in multiple Model United Nations conferences and also help administer one conference hosted by Edison High School.

## Advanced Placement United States History, Advanced Placement United States

### History/MUN

Course Code	Length	Grade	Prerequisite	Available
<a href="#">12K / 12L</a>	Year	11	Site specific	HBHS, WHS, MHS, FVHS, EHS, OVHS

Credit: HS, CSU/UC (a)

#### Course Description

United States History Advanced Placement is designed for the strongly motivated, academically accelerated, college-bound student. This course is a survey of historical data, themes, concepts, personalities, and interpretations necessary to a basic understanding of our nation's past from the colonial period to contemporary times. Students acquire, explore, and question central ideas and interpretations in American history and develop more effective writing and thinking skills. Major historical periods and topics include: Colonialism (1607-1763); Nationalism (1763-1820); Expansion and Sectionalism (1820-1877); Industrialism and the Last West (1865-1900); Domestic Reform/International Involvement (1900-1920); Prosperity and the Great Depression (1920-1940); Global Conflict and World Leadership (1940-1960); Changes in American Life (1960-Present). This course prepares students for the College Board's AP national exam. It fulfills the district and state requirement, the Distinguished Scholar program, and the U.S. History requirement for the universities

## IB United States History

Course Code	Length	Grade	Prerequisite	Available
<a href="#">12Q</a>	Year	11	Teacher recommendation	OVHS

Credit: HS, CSU/UC (a)

#### Course Description

## United States Government

Course Code	Length	Grade	Prerequisite	Available
<a href="#">13E</a>	Sem.	12	Site Specific	HBHS, WHS, MHS, FVHS, EHS, OVHS, VVHS, CHS

Credit: HS, CSU/UC (a)

#### Course Description

United States Government is a one-semester course required of all twelfth-grade students. The course encompasses the following major themes: The American Constitution; The executive, legislative, and judicial branches of government; The institutions of American political life (political parties, elections, etc.); Political socialization; Functions of both formal and informal political groups; The decision-making process; The ideals and realities of the American political system; The political process (individuals and groups); Political and legal theories; Comparative political, legal, and economic systems.

This course meets the district and state requirement and university government/elective requirement



## United States Government / MUN Honors

Course Code	Length	Grade	Prerequisite	Available
<b>13I</b>	Sem	12	Site specific	HBHS, EHS

Credit: HS, CSU/UC (a)

### Course Description

United States Government is a one semester course required of all twelfth-grade students. The course encompasses the following major themes: The American Constitution, the executive, legislative, and judicial branches of government; functions of both formal and informal political groups; the decision making process (individuals and groups); political and legal theories; comparative political, legal and economic systems.

In addition, students must prepare for and compete in multiple Model United Nations conferences and also help administer two conferences hosted by Edison High School.

## Advanced Placement United States Government/Advanced Placement United States Government/ MUN

Course Code	Length	Grade	Prerequisite	Available
<b>13K</b>	Sem.	12	Site specific.	HBHS, WHS, FVHS, EHS

Credit: HS, CSU/UC (a)

### Course Description

United States Government Advanced Placement encompasses the following major themes: The American Constitution; The executive, legislative, and judicial branches of national government; The institutions of American political life (political parties, elections) Political socialization; Functions of both formal and informal political groups; The decision-making process; The ideals and realities of the American political system; The political process (individuals and groups) Political and legal theories; Comparative political, legal, and economic systems.

This course prepares the strongly motivated, academically accelerated college-bound student for the College Board's AP national exam. This course fulfills the district and state requirement.

## Financial Literacy

Course Code	Length	Grade	Prerequisite	Available
<b>14D</b>	Sem.	9-12	None	CHS

Credit: HS, CSU/UC (g), Elective

### Course Description

Financial Literacy will introduce students to the economic concepts of scarcity and opportunity cost as they relate to personal finance. Students will explore career goals and the pathways to achieve those goals. Students will evaluate the earning potential of chosen career fields and how those earnings are related to the scarcity of skills demanded in the labor force. In depth instruction in analyzing costs and benefits will be incorporated in lessons throughout the course including budgeting, fraud, financial systems, saving and investment, taxes, and post-secondary education options.

## Economics

Course Code	Length Sem.	Grade	Prerequisite	Available
14E		12		HBHS, WHS, MHS, FVHS, EHS, OVHS, VvHS, CHS

Credit: HS, CSU/UC (g)

### Course Description

Upon completion of their senior year, all students will have completed a course in Economics designed to provide students with an overview of general economics theories and principles. This course prepares students to make economic decisions especially related to life on their own after high school graduation. The study of economics addresses basic economic problems, the nature of economic systems, the making of economic decisions in a market society, economic growth, economic fluctuations, national income and distribution. The nature of consumer decision making, money and sources, consumer buying, and the rights and responsibilities of consumers, producers, and citizens are also examined. Economics fulfills the district and state economics graduation requirement and may partially fulfill the University of California's elective requirement.

## Economics Honors / MUN

Course Code	Length Sem.	Grade	Prerequisite	Available
14G		12	Teacher recommendation or B/A in U.S. History AP/MUN or Government Honors or grade of A in regular U.S. History or Government; option: writing sample. Placement subject to review by the Coordinator	EHS

Credit: HS, CSU/UC (g)

### Course Description

Honors Economics/MUN is designed for the strongly motivated, academically accelerated college-bound student and fulfills the district requirement that all students will have completed a course in Economics designed to provide students with an overview of general economics theories and principles. This course prepares students to make economic decisions especially related to life on their own after high school graduation. The study of economics addresses basic economic problems, the nature of economic systems, the making of economic decisions in a market society, economic growth, economic fluctuations, national income and distribution. The nature of consumer decision making, money and sources, consumer buying, and the rights and responsibilities of consumers, producers, and citizens are also examined. Enrollment is limited to students who are recommended by their teachers for accelerated classes or by teacher interview. This course fulfills the district and state economics graduation requirement and may partially fulfill the University of California's elective requirement.

MUN: In addition, students must prepare for and compete in multiple Model United Nations conferences and also help administer two conferences hosted by Edison High School.

## Advanced Placement Economics (Macro/Micro)/MUN

Course Code	Length	Grade	Prerequisite	Available
14K	Sem.	12	Site specific	MHS, HBHS, FVHS

Credit: HS, CSU/UC (g)

### Course Description

This course prepares students for the College Board's Advanced Placement exam. AP Economics is designed for the strongly motivated, academically accelerated college-bound student and fulfills the district requirement that all students will have completed a course in Economics designed to provide students with an overview of general economics theories and principles. This course prepares students to make economic decisions especially related to life on their own after high school graduation. The study of economics addresses basic economic problems, the nature of economic systems, the making of economic decisions in a market society, economic growth, economic fluctuations, national income and distribution. The nature of consumer decision making, money and sources, consumer buying, and the rights and responsibilities of consumers, producers, and citizens are also examined. This course fulfills the district and state economics graduation requirement and may partially fulfill the University of California's elective requirement.

## Advanced Placement Psychology

Course Code	Length	Grade	Prerequisite	Available
14P	Sem.	10-12	Site specific	HBHS, WHS, MHS, FVHS, EHS

Credit: HS, CSU/UC (g)

### Course Description

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## World Geography

Course Code	Length	Grade	Prerequisite	Available
15B	Sem.	9		MHS, EHS

Credit: HS

### Course Description

World Geography gives students a background in the principles of Geography. Students approach the subject conceptually as they study the political, economic, and cultural characteristics of man and his environment. However, as this is only a semester course, students have the concrete experience of dealing with these concepts in a Regional framework. All students are involved in an in-depth study of the following world regions:

- North America
- Latin America
- Middle East and North Africa

Time permitting, students will be exposed to a similar case study of Europe and the former Soviet Union and East Asia (China, Japan, and Korea). Once again the five themes of Geography provide a unifying matrix for the course. The following topics are addressed:

- The interrelations of humans and their environment;
- Patterns of location of human activities;
- Patterns of human variations: regional, national, and global;
- Problems of human welfare, such as urbanization, hunger, pollution, disease, population, poverty, aging, resource depletion, industrialization and global interdependence.

\*Geography is not a required for graduation.

## World Geography Honors / MUN

Course Code	Length	Grade	Prerequisite	Available
15C / 15D	Year	9	Site specific	HBHS, MHS, FVHS, EHS, OVHS

Credit: HS, CSU/UC (a)

### Course Description

World Geography Honors is designed for the strongly motivated, academically accelerated student. The course is modeled around a conceptual approach to Geography in that students study the political, economic, and cultural characteristics of man and his environment. The five themes of Geography--Location, Place, Human-Environment Interaction, Region and Movement form a lens through which the following concepts are studied:

- The interrelations of humans and their environment
- Patterns of location of human activities
- Patterns of human variations: regional, national, and global
- Problems of human welfare, such as urbanization, hunger, pollution, disease, population, poverty, aging, resource depletion, industrialization and global interdependence.

MUN: In addition, students must prepare for and compete in multiple Model United Nation conferences during the year.

*Geography is not required for graduation.*

## World Geography Honors

Course Code	Length	Grade	Prerequisite	Available
15C/15D	Year	9	Site specific	EHS,MHS,FVHS

Credit: HS, CSU/UC (a)

### Course Description

World Geography Honors is designed for the strongly motivated, academically accelerated student. The course is modeled around a conceptual approach to Geography in that students study the political, economic, and cultural characteristics of man and his environment. The five themes of Geography--Location, Place, Human-Environment Interaction, Region and Movement form a lens through which the following concepts are studied:

- The interrelations of humans and their environment
- Patterns of location of human activities
- Patterns of human variations: regional, national, and global
- Problems of human welfare, such as urbanization, hunger, pollution, disease, population, poverty, aging, resource depletion, industrialization and global interdependence.

*Geography is not required for graduation.*

## Social Psychology

Course Code	Length	Grade	Prerequisite	Available
15E	Year	12		HBHS, FVHS, EHS, OVHS

Credit: HS, CSU/UC (g)

### Course Description

Social Psychology is a one-year CSU/UC approved elective course designed for students in grade twelve. This course will introduce students to the various fields of Psychology and Sociology, while preparing them for general education psychology requirement(s) at the university or community college. Students will actively participate in the classroom through discussion, experiments, projects, guest speakers, lectures and demonstrations. In addition, Social Psychology provides a foundation for basic knowledge of individuals and how they function within society, drawing from relevant topics in student lives. The following topics of study will be explored: The Importance of Psychology, Research Methods, Brain, Body & Behavior, Sensation & Perception, Consciousness - Sleep & Substance Abuse, Approaches to Learning, Memory, Intelligence, Motivation & Emotion, Personality, Adolescent & Adult Development, Family Dynamics, Deviance & Crime, Gender Identity & Sexuality, Stress, Health & Coping.

## Economics

Course Code	Length	Grade	Prerequisite	Available
18L	Sem.	12	Teacher approval	EHS

Credit: HS, CSU/UC (g)

### Course description

This is a one semester course required of all CIBACS twelfth-grade students. This course provides students with an overview of general economics theories and principles. It prepares students to make economics decisions especially related to life on their own after high school graduation. The study of economics addressed basic economic problems and nature of economics systems, the making of economic decisions in a society, economic growth, economic fluctuations, national income and distribution. The nature of consumer decision making, money and social consumer buying, and the rights of responsibilities of consumers and citizens involved.

In addition, the senior CIBACS students participate in the senior CIBACS program. During the senior year, students create a new business or provide a much needed community service. This well organized project allows vast amounts of student creativity and personalized design. The final student projects are carefully evaluated by their instructors and their final presentations are judged by local business volunteers.

HB- Huntington Beach High School  
W - Westminster High School  
M - Marina High School  
FV - Fountain Valley High School

E- Edison High School  
OV - Ocean View High School  
Vv - Valley Vista High School  
C - Coast High School