

## Social Studies

<b>Course:</b>	Social Studies 6
<b>Level:</b>	Grade 6
<b>Prerequisite:</b>	None
<b>Text:</b>	Banks, Boehm, Colleary, Contreras, Goodwin, McFarland, Parker Macmillan, <i>Our World</i> (McGraw–Hill, 2003)

**Course Description and Overview:** The sixth grade social studies curriculum focuses on the history of eastern hemisphere nations. Throughout the year a social science perspective will be used to emphasize the interaction of geography, economics, and government. In accordance with the New York State learning standards, as well as the state's Scope and Sequence, historical insights will be used to develop a total perspective.

**Course Objectives:** To foster in each student an in-depth understanding and appreciation of different people and their cultures through a historical examination of their civilizations.

**Requirements:** Students are required to take a final exam at the end of the school year.

### Writing Requirements:

- Thematic Essays
- Document Based Questions

### Evaluation/Grading Policy:

- Unit Tests
- Quizzes
- Homework
- Research Projects
- Final Exam: 5% of course grade

### Topics and Themes

- Impact of geography on the development of a civilization
- Comparing and contrasting civilizations
- Ancient civilizations impact on the modern world
- Citizens' role(s) in their government
- The impact of religion on a civilization

### Area of Study

- Eastern Hemisphere Civilizations

## **Course Outline:**

### **Major Aspects of Social Studies**

- Geography
- Culture
- Economics and Government
- Historical Accounts

### **Prehistoric Man**

- Old Stone Age
- New Stone Age

### **Early River Civilizations**

- Ancient Egypt
- Mesopotamia
- The birth of Judaism

### **Ancient Greece**

- Classical Greece
- Hellenistic Expansion

### **Ancient Rome**

- Roman Republic
- Roman Empire

### **Middle Ages**

- Feudalism
- Manors
- The role of the Church
- Crusades

### **Renaissance**

- Wealth, Art, Questioning Spirit
- Individualism
- Humanism

### **Reformation**

- Martin Luther
- The Printing Press

### **Renaissance England**

- English Bill of Rights
- Shakespeare

### **The Age of Exploration**

- Explorers
- Prince Henry's School of Navigation
- Technology of the Age of Exploration
- The Colombian Exchange

## Social Studies

<b>Title:</b>	American History 7
<b>Level:</b>	Grade 7
<b>Prerequisite:</b>	None
<b>Text:</b>	Garcia, Ogle, Risinger, Stevos and Jordon, <i>Creating America, A Story of The United States</i> (McDougal Littell, 2001)

**Course Description and Overview:** Social Studies content in the seventh grade focuses on a chronologically organized study of United States history. Course content is divided into six units, tracing the human experience in the United States from pre-Columbian times to Reconstruction, and tying political, geographic, economic, and social trends in United States history.

**Course Objectives:** To foster in each student an in-depth understanding and appreciation of the chronological and thematic development of the peoples of the United States of America and its constitutional government.

**Requirements:** Students are required to take a final exam at the end of the seventh grade.

**Writing Requirements:**

- Analysis of primary and secondary sources
- Thematic Essays
- Constructed Response...document based questions

**Evaluation/Grading Policy:**

- Tests and quizzes
- Class participation and assignments
- Projects, essays
- Final exam

**Topics and Themes:**

- Environment and society
- Representative government
- Political history
- Cultural history
- Socioeconomic history

**Course Outline:**

**The Global Heritage of the American People prior to 1500**

- Crusades and Renaissance
- Early American Civilizations

**European Exploration and Colonization of the Americas**

- Age of Exploration

**A Nation is Created**

- Relationships between American Colonies and European powers
- American Revolution

**Experiments in Government**

- Articles of Confederation
- Constitution of the United States of America

**Life in the New Nation**

- Manifest Destiny
- Reform

**Division and Reunion**

- Events leading to the American Civil War
- The American Civil War
- Reconstruction

## Social Studies

<b>Course:</b>	United States History 8
<b>Level:</b>	Grade 8
<b>Prerequisite:</b>	None
<b>Text:</b>	<i>Creating America: A History of the United States</i> (McDougal Littell, 2001); <i>A History of US, Vol. 1-10</i> (Oxford, 1994)

**Course Description and Overview:** Social Studies content in grade 8 focuses on a chronologically organized study of United States history. Course content is divided into five (5) units tracing the human experience in United States history from the Gilded Era to the present. The course ties together political, geographic, economic and social trends in United States history.

**Course Objectives:** To foster in each student an in-depth understanding and appreciation of the chronological and thematic development of the United States.

**Requirements:** Students are required to take the New York State Grade 8 Intermediate-Level Social Studies Test given in June. This exam covers the course curriculum from grades 7 and 8.

### Writing Requirements:

- Document-based essay
- Outlining
- Written analyses of primary and secondary source materials

### Evaluation/Grading Policy:

- Exams and quizzes
- Homework
- Participation
- Projects and essays

### Yearly Evaluation:

- 22% Quarterly Grade
- 12% Final Exam (State Assessment)

### Topics and Themes:

- Interdependence
- Diversity
- Culture
- Belief systems

- Economic systems
- Political systems/government
- Social systems
- Nationalism
- Power
- Identity
- Imperialism
- Human rights
- Science and technology
- Geography
- Urbanization
- Factors of production
- Citizenship

**Course Outline:**

**Unit 1: An Industrial Society**

- Post-Civil War Industrialization
- Populism
- Growth of Frontier & Indian Wars
- Big Business and The Rise of Labor
- Immigration
- Progressivism

**Unit 2: The United States as an Independent Nation in an Increasingly Independent World**

- Imperialism
- World War One

**Unit 3: The United States Between the Wars**

- The Roaring Twenties
- The Depression

**Unit 4: The United States Assumes Worldwide Responsibilities**

- World War Two
- The Cold War

**Unit 5: The Changing Nature of the American People from World War II to the Present**

- Civil Rights Movement
- Post War Economy

## **Social Studies**

**Course:** Global History and Geography 9

**Level:** Grade 9

**Prerequisite:** None

**Text:** Elisabeth Gaynor Ellis and Anthony Esler, *World History – Connections to Today* (Pearson/Prentice Hall, 2004)

**Course Description and Overview:** Students will develop an understanding of the forces that shaped Western society and the former USSR. This approach aims to develop an appreciation of Western and Russian cultures.

**Course Objectives:** Students will study the history and culture of Europe and Russia. Students will develop and improve on their ability to analyze and express historical understanding in writing.

**Requirements:** Students are required to take a school exam in June of freshman year. They will take the New York State Global history and Geography Regents examination at the end of sophomore year.

### **Writing Requirements:**

- Document-based questions
- Thematic essays
- Written analysis of primary and secondary materials

### **Evaluation/Grading Policy:**

- Tests and quizzes
- Projects
- Class participation and assignments
- Essays
- Current events
- Final exam (1/5 of final grade)

### **Topics and Themes:**

- History and culture of Europe and Russia.
- Traditionalism
- Democratization
- Industrialization
- Imperialism
- Globalization
- Geography

## Course Outline:

- Introduction: Beginnings of Civilization
- Early European Civilization: 1750 B.C. – 476 A.D.
- The Middle Ages 500-1400
- The Byzantine Empire and Russia 330-1600
- Early Modern Times 1300-1800
- The Age of Absolutism 1550-1800
- The Enlightenment and Revolution 1707-1800
- The Industrial Revolution 1750-1850
- Nationalism in Europe 1800-1914
- The Growth of Western Democracies 1815-1914
- New Imperialism 1800-1914
- World War I 1914-1918
- Revolution in Russia 1917-1939
- Crises of Democracy in the West 1919-1939
- World War II 1939-1945
- Europe, The Soviet Union, Eastern Europe 1945-Present

## Social Studies

<b>Course:</b>	Global History and Geography 10
<b>Level:</b>	Grade 10
<b>Prerequisite:</b>	None
<b>Text:</b>	Elisabeth Gaynor Ellis and Anthony Esler, <i>World History – Connections to Today</i> (Pearson/Prentice Hall, 2004)

**Course Description and Overview:** Students will have an opportunity to study other nations and their cultures within the framework that is designed to develop a global perspective. Students will study the historical development of each region from Ancient history to Modern day. This approach aims to cultivate student's knowledge, skills, and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic violence, and increasing interdependence. Students will appreciate the similarities and differences between world culture groups (Middle East, India, China, Japan, Africa, and Latin America).

**Course Objectives:** Students will study the history and culture of six regions of the world: Middle East, India, China, Japan, Africa and Latin America. Students will develop and improve on their ability to analyze and express historical understanding in writing. Students will continue to develop their communication skills.

**Requirements:** Students are required to take the New York State Regents Exam in Global History and Geography.

**Writing Requirements:**

- Document-based questions
- Thematic essay
- Written analyses of primary and secondary materials

**Evaluation/Grading Policy:**

- Test and quizzes
- Projects
- Class participation and assignments
- Essays, current events
- Regents (1/5 of final grade)

### **Topics and Themes**

- Traditionalism
- Democratization
- Industrialization
- Imperialism
- Globalization
- Geography

### **Area of Study**

- History and culture of the Middle East, India, China, Japan, Africa, and Latin America.

### **Course Outline:**

#### **Outline of Geo/Political Region Study**

- Geography
- Early history
- Culture
- Modern history
- Contemporary Issues

#### **Special Topics by Region**

- Middle East Islam and the rise of fundamentalism and terrorism  
Israel and Palestine
- India The major social, political or economic problem facing contemporary India
- China The Communist Revolution 1911-2004
- Japan Commodore Perry and the Land of the Shogun/ The Atomic Bomb
- Africa The major social, political and economic problems facing the continent
- Latin America The use of art to cover the early history and imperialization of the continent

## Social Studies

<b>Course:</b>	US History and Government 11
<b>Level:</b>	Grade 11
<b>Prerequisite:</b>	None
<b>Text:</b>	Andrew Cayton, <i>America: Pathways to the Present</i> (Prentice Hall, 2000)

**Course Description and Overview:** This is a state-mandated course. The focus is on US History from 1865 to the present. Special emphasis is placed on the Constitution—its development and its application to American society.

**Course Objectives:** Students will develop an in-depth understanding and appreciation of the chronological and thematic development of the history of the United States and its constitutional government. Students will improve on their ability to research, analyze, and express historical understanding in writing. They will continue to improve on their oral communication skills.

**Requirements:** Students must pass the New York State Regents examination in US History and Government.

### Writing Requirements:

- Document-based question
- Thematic essay
- Written analyses of primary and secondary source materials

### Evaluation/Grading Policy:

- Unit tests
- Current events quizzes
- Class participation
- Projects
- Essays
- Regents examination (1/5 of final grade)

### Topics and Themes:

- Representative government
- Democratization
- Political history
- Cultural history
- Diplomatic history
- Socioeconomic history
- Historical change

**Course Outline:**

- Constitution: background, creation, early development
- Rise of sectionalism in early 19<sup>th</sup> century
- Manifest Destiny and westward expansion
- Ante-bellum United States
- Civil War and Reconstruction
- Gilded Age: rise of industry and organized labor
- Settlement of the West
- Rise of 3<sup>rd</sup> parties: Populists and Progressives
- American imperialism
- World War I
- Roaring 20s
- Depression and New Deal
- Cold War
- Problems of the post-Cold War period

## Social Studies

- Title:** Child Development
- Level:** Grades 10-12
- Prerequisite:** None
- Text:** Junn, E. N., & Boytztzis, *Annual editions: Growth and Development* (14<sup>th</sup> ed. McGraw Hill 2006). Note: Students will be assigned additional readings from web-based sources.

**Course Description and Overview:** The development of an individual is an exciting process, beginning with the rapid division of cells at conception and continuing through the intricate and complex changes that characterize growth and development. It is important to remember that each of us is only human. This course presents an in-depth exposure to the major areas of study in the field of child development, and explores some of the “hot topics” and social issues concerning children growing up in our country.

**Course Objectives:** We will work to develop skills for evaluating research on human development. Critical thinking, as well as mastery of the material is a goal of this course. After covering basic developmental principles and functions, we will discuss basic and advanced trends in physical, cognitive, social, and emotional development.

### Writing Requirements:

- Document Based Question
- Written analyses of primary and secondary source material
- Thematic Essay

### Evaluation/Grading:

- Class participation and class assignments
- Homework assignments
- Exams (multiple choice, short-answer essay, fill in)

### Course Outline

- Perspectives on Development
- Biological Foundations
- Prenatal Development and Complications
  - Reproductive Technologies
  - Prenatal Testing
- Birth and Neonatal Development
  - SIDS
- Physical Development
  - Childhood Obesity
  - Child Abuse

- Cognitive Development: Piaget & Vygotsky
  - Cooperative Learning
- Cognitive Development: Information Processing
  - Children’s Eyewitness Memory
- Intelligence
  - Ethnic/Racial Differences – Where do they come from?
  - Early Intervention and Head Start
  - Educational Testing for Children
  - Attention Deficit Hyperactivity Disorder
  
- Language Development
  - Bilingual Education
- Attachment
  - Daycare
- Self and Identity
  - How do we maintain children’s self-esteem?
- Moral Development
  - Character Education
  - Aggression
- Sex Differences and Gender Roles
  - Media Influences on Sex Typing
- Families and Parenting
  - Discipline
  - Divorce
- Peers
  - Bullying
- Children’s Health
  - Childhood Psychopathology
  - Children and Aids

## Social Studies

<b>Title:</b>	Introduction to Psychology
<b>Level:</b>	Grades 10-12
<b>Prerequisite:</b>	None
<b>Text:</b>	Hockenbury & Hockenbury, <i>Psychology</i> (3 <sup>rd</sup> Edition Worth Publishers, 2003)

**Course Description and Overview:** This course provides students with a broad overview of the field of psychology. Students will be introduced to the different content areas comprising psychology (e.g., physiological, developmental, social and personality, clinical) with the goal of making them “informed consumers” of material that has a psychological basis.

**Course Objectives:** (1) Students will master many of the major concepts in psychology. Students will understand the meaning of terms like superego, positive reinforcement, cognition, development, and perception, and will be able to use these terms accurately in their everyday vocabularies. (2) Students will be exposed to the basic designs, methods, and procedures used in psychological research and clinical practice. (3) Students will build their oral and written communication skills.

**Requirements:** This course is an elective and not subject to mandated exams.

### Writing Requirements:

- Document-based questions
- Written analyses of primary and secondary source materials
- Thematic essay

### Evaluation/Grading Policy:

- Unit exams
- In-class group activities
- Class assignments
- Class participation.

### Topics and Themes:

- Psychology is a science.
- Correlation does not mean causation.
- Everything psychological is simultaneously biological.
- Personality, beliefs, and prior experiences influence how a person reacts to the immediate situation.
- The immediate situation has a powerful impact on a person’s behavior.
- Development is the result of both maturation and experience.
- Abnormal behavior exists on a continuum with normal behavior.

**Course Outline:**

- Psychology as a science
- Psychological methods and ethics
- Biological bases of behavior
- States of consciousness
  - Sleep and dreams
  - Hypnosis
  - Drugs
- Lifespan development
- Language
- Personality
- Psychological disorders
- Therapy
- Learning and memory
- Gender
- Social psychology

## Social Studies

<b>Course:</b>	Advanced Placement US History
<b>Level:</b>	Grade 11
<b>Prerequisite:</b>	None
<b>Text:</b>	David Kennedy, <i>The American Pageant</i> (12 <sup>th</sup> ed., Houghton Mifflin, 2002)

**Course Description and Overview:** Students will study the historical development of the United States from the founding of the British colonies to the present. Students will prepare for the required Advanced Placement Examination in US History given by the College Board in May. A separate unit on the Constitution will complete the additional preparation needed for the New York State Regents in US History and Government.

**Course Objectives:** Students will develop an in-depth understanding and appreciation of the chronological and thematic development of the history of the United States and its constitutional government. Students will improve on their ability to research, analyze, and express historical understanding in writing. They will continue to develop their oral communication skills. The academic rigor will be that much greater to conform to the demands of a college level course.

**Requirements:** Students must sit for the Advanced Placement examination in US History and they must pass the New York State Regents examination in US History and Government.

### Writing Requirements:

- Document-based questions
- Thematic essay
- Written analyses of primary and secondary source materials

### Evaluation/Grading Policy:

- Class participation
- Independent and group projects
- Document-based questions
- Thematic essays
- Regents examination

### Topics and Themes:

- Representative government
- Democratization
- Political history

- Cultural history
- Diplomatic history
- Socioeconomic history
- Historical change

**Course Outline:**

- Settlement and growth of the British colonies
- American Revolution
- Constitution—its development and ratification
- Federalists put the Constitution into practice
- Jeffersonian Republicans through the Monroe Doctrine
- Jacksonian America and the era of the common man
- Rise of sectionalism in early 19<sup>th</sup> century
- Reformism
- Manifest Destiny and westward expansion
- Ante-bellum United States
- Civil War and Reconstruction
- Gilded Age: rise of industry and organized labor
- Settlement of the West
- Rise of 3<sup>rd</sup> parties: Populists and Progressives
- American imperialism
- World War I
- Roaring 20s
- Depression and New Deal
- Cold War
- Problems of the post-Cold War period

## **Social Studies**

- Course:** Advanced Placement Government and Politics
- Level:** Grades 11-12
- Prerequisite:** See guidelines for Advanced Placement
- Text:** James Q Wilson and John J DiIulio, Jr., *American Government* (9<sup>th</sup> ed., Houghton Mifflin)

**Course Description and Overview:** AP Government and Politics is a course designed to reflect the rigor and academic knowledge one would gain in a college level political science course.

**Course Objectives:** The student will learn the various facets of American government and evaluate their contribution to our democratic form of government. Students will use higher level thinking skills not only to interpret trends in politics/society, but also to formulate solid opinions and judgments regarding civic participation on the local, state and national levels. Students will gain familiarity with the institutions, groups, beliefs, and ideas that constitute U.S. Politics.

**Requirements:** Each student is required to take the A.P. Government and Politics exam in May.

### **Writing Requirements:**

- Essay

### **Evaluation/Grading Policy:**

- Homework
- Class participation
- Test/Quizzes
- Essays
- Projects

### **Topics and Themes:**

- Constitutional Underpinning of US Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

**Course outline:**

- Introduction to American government
- The Constitution
- Federalism
- American political culture
- Public opinion
- Political participation
- Political parties
- Elections and campaigns
- Interest groups
- The media
- Congress
- The Presidency
- The Bureaucracy
- The Judiciary
- The policy-making process
- Economic policy
- Social welfare
- Civil liberties
- Civil rights
- Foreign and military policy
- Environmental policy
- Who governs? To what ends?

## **Social Studies**

<b>Course:</b>	Advanced Placement Macroeconomics
<b>Level:</b>	Grades 11-12
<b>Prerequisite:</b>	See guidelines for Advanced Placement
<b>Text:</b>	O'Sullivan and Sheffrin, <i>Macro Economics Principles and Tools</i> (Pearson/Prentice Hall, 2006)

**Course Description and Overview:** The purpose of the AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Successful completion of this semester-length course meets the NYS requirement for Economics.

**Course Objectives:** Students will recognize the interconnected nature of macroeconomics and how it shapes our system of government from both a historical and contemporary perspective.

**Requirements:** Each student is required to take the AP Macroeconomics exam in May.

### **Writing Requirements:**

- Analysis of primary and secondary sources
- Thematic Essays
- Document Based Questions

### **Evaluation/Grading Policy:**

- Homework
- Class participation
- Test/Quizzes
- Essays
- Projects

### **Topics and Themes:**

- Basic economic concepts
- Measurement of economic performance
- National income and price determination
- Economic growth
- International finance, exchange rates, and balance of payments

## **Course Outline:**

### **Unit 1: Basic Economic Concepts**

- Scarcity, choice, & opportunity costs
- Production possibilities curve
- Comparative advantage, specialization, exchange
- Demand, supply, & market equilibrium
- Macroeconomic issues: The public sector, unemployment, inflation, growth

### **Unit 2: Measurement of Economic Performance**

- National income accounts
- Inflation measurement & adjustment
- Unemployment

### **Unit 3: National Income & Price Determination**

- Aggregate demand
- Aggregate supply
- Macroeconomic equilibrium

### **Unit 4: Financial Sector**

- Money, banking, and financial markets
- Central bank & control of the money supply

### **Unit 5: Inflation, Unemployment, & Stabilization Policies**

- Fiscal and monetary policies
- Inflation & unemployment

### **Unit 6: Economic Growth & Productivity**

- Investment in human capital
- Investment in physical capital
- Research & development
- Growth policy

### **Unit 7: Firm behavior and organization of industry**

- Firm behavior and the organization of industry
- The economics of labor markets

### **Unit 8: Open Economy: International Trade & Finance**

- Balance of payments accounts
- Foreign exchange market
- Net exports and capital flow
- Links to financial & goods markets

## Social Studies

<b>Course:</b>	Advanced Placement Psychology
<b>Level:</b>	Grades 11-12
<b>Prerequisite:</b>	None
<b>Text:</b>	Hockenbury and Hockenbury, <i>Psychology</i> (3 <sup>rd</sup> ed., Worth, 2003)

**Course Description and Overview:** This course presents an in-depth and advanced presentation of the major areas of study in the field of psychology. Students are provided an intensive overview of the empirical and theoretical approaches to the basic physiological, cognitive, and social mechanisms underlying behavior.

**Course Objectives:** (1) Students will master the major concepts in psychology. Students will understand the meaning of terms like superego, positive reinforcement, cognition, development, and perception, and will be able to use these terms accurately in their everyday vocabularies. (2) Students will be familiar with the basic designs, methods, and procedures used in psychological research and clinical practice. (3) Students will be able to evaluate the merits of psychological research and to build arguments logically and persuasively.

This course is taught at the college level. The major difference between the basic Introduction to Psychology course and AP Psychology is the amount of reading and depth of focus. The AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. AP Psychology students will be required to analyze, synthesize, and evaluate primary and secondary psychological sources in addition to memorizing, comprehending, and applying facts.

**Requirements:** Each student is required to take the AP Psychology exam in May.

### Writing Requirements:

- Document-based questions
- Written analyses of primary and secondary source materials
- Thematic essay

### Evaluation/Grading Policy

- Multiple-choice exams
- Free-response questions
- Class participation and class assignments.

**Topics and Themes:**

- Psychology is a science.
- There are a variety of philosophies or approaches to understanding psychological phenomena.
- Everything psychological is simultaneously biological.
- “Nature vs. nurture” is too simplistic: Traits we are born with are not necessarily biological and traits we acquire are not necessarily learned.
- Personality, beliefs, and prior experiences influence how a person reacts to the immediate situation.
- The immediate situation has a powerful impact on a person’s behavior.
- Development is the result of both maturation and experience.
- Abnormal behavior exists on a continuum with normal behavior.

**Course Outline:**

- History and approaches
- Methods and measures
- Biological bases of behavior
- Sensation & perception
- Learning
  - Classical conditioning
  - Operant conditioning
  - Observational learning
- Memory
- Cognition
- Development
- Statistics
- Intelligence
- Motivation & emotion
- Gender & sexuality
- Personality
- Social psychology
- Psychological disorders
- Therapy

## Social Studies

<b>Course:</b>	Advanced Placement European History
<b>Level:</b>	Grade 12
<b>Prerequisite:</b>	None
<b>Text:</b>	McKay, Hill, Buckler, <i>A History of Western Society</i> (7 <sup>th</sup> ed., Houghton Mifflin, 2000)

**Course Description and Overview:** This Course examines the period of European history from 1350-2003 AD. The course will focus on the social, political, religious, technological, economic developments throughout this period of history. There is an intense study of cultural and intellectual institutions as well as the aforementioned. The course is divided into historical periods from the Later Middle Ages through the French Revolution and the Industrial Revolution to the present. These areas will be studied from a variety of perspectives with the hope of providing a balanced view of history.

**Course Objectives:** The objectives for the Advanced Placement course in European History are for students to understand the basic narrative of the events and movements in European history. Students should know the basic chronology of the major events and trends from approximately 1450 to the present and develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and express historical understanding in writing. This course is taught at the college level. The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. Thus, the student will be required frequently to analyze, synthesize, and evaluate primary and secondary historical sources in addition to memorizing, comprehending, and applying facts.

**Requirements:** Each student is required to take the AP European History exam in May.

**Writing Requirements:**

- Document-based questions
- Written analyses of primary and secondary source materials
- Thematic essay

**Evaluation/Grading Policy:**

- Free-response questions
- Multiple-choice exams
- Class participation and class assignments (seminars, role-plays, debates etc....)

## **Topics and Themes:**

### **Intellectual and Cultural History**

- Changes in religious thought and institutions
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in literacy, education, and communication

### **Political and Diplomatic History**

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties and ideologies
- The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- War and civil conflict: origins, developments, technology, and their consequences

### **Social and Economic History**

- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The development of commercial practices and their economic and social impact
- The origins, development, and consequences of industrialization
- Changes in the demographic structure of Europe, their causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- Private and state roles in economic activity
- Development of racial and ethnic group identities

**Course Outline:**

**Unit 1:** Renaissance/Humanism/Rise of New Monarchs/Age of Exploration

**Unit 2:** The Reformation and Religious Wars

**Unit 3:** Age of Absolutism – Age of Louis XIV/Constitutionalism in England

**Unit 4:** Scientific Revolution and the Enlightenment/18<sup>th</sup> Century Economics and Life of the People

**Unit 5:** French Revolution and Napoleon

**Unit 6:** Industrial Revolution

**Unit 7:** 19<sup>th</sup> Century: Liberalism, Nationalism and Romanticism

**Unit 8:** Nationalism and Unification/ Rise of Socialism/Imperialism

**Unit 9:** World War I and the Inter-War Period

**Unit 10:** Rise of Dictatorships and World War II

**Unit 11:** Cold War/ Decolonization

**Unit 12:** Modern World Society and Culture (includes the present)

## Social Studies

**Course:** Economics

**Level:** Grade 12

**Prerequisite:** None

**Text:** Turley Mings Dushkin, *The Study of Economics, Principles, Concepts And Applications* (McGraw-Hill, 2000)

**Course Description and Overview:** This course will introduce students to the basic macro and micro-economic concepts that drive a market economy. Students will have an opportunity to use problem-solving process to define problems, hypothesize, investigate and analyze selected data, recognize alternative solutions, and make decisions both as an individual and as a citizen. Students will continue improvement of their research and oral/written presentation skills.

**Course Objectives:** Upon completion of the semester course, students should demonstrate an understanding of the economic system of the United States and its operation. Students will improve on their ability to research, analyze, and express in writing their understanding of economic concepts. They will continue to improve on their oral communication skills.

**Requirements:** Students are required to take a final exam.

### Writing Requirements:

- Written analyses of primary and secondary source materials
- Thematic essay

### Evaluation/Grading Policy:

- Test and quizzes
- Projects
- Class participation and assignments
- Essays, current events
- Final exam (1/5 of final grade)

### Topics and Themes:

- Economic foundations
- Macroeconomics
- Microeconomics

**Course Outline:**

**Unit 1: Overview of the History Of Industrialization-Fenton**

- The Third Wave
- Economics and Current Events

**Unit 2: Economic Methods**

- Economic Choices
- Economic Systems
- Market Pricing

**Unit 3: Macro Economics**

- Money
- Economic Instability
- Economic Output
- Public Finance
- Policies for Economic Stability and Growth

**Unit 4: Micro-Economics**

- The Consumer
- Business Firm and Market Structure
- Industrial Performance
- Government and Business
- Government and Households

## Social Studies

**Course:** Law

**Level:** Grade 12

**Prerequisite:** None

**Text:** *Street Law, A Course in Practical Law* (7<sup>th</sup> ed., West, 2005)

**Course Description and Overview:** Law is a course in practical law. Students learn about law that they can use in their daily life. This course exposes students to the ideals and principles that form the foundation of the American legal system, and the problems in this system. The Street Law textbook is used as a guide, but guest speakers, mock trials, debates, discussions, research assignments, videos, and a trip to Sing Sing prison will also be used as teaching aids.

**Course Objectives:** The ultimate goal of the course is to provide students with knowledge of the law so that they will make better choices throughout their lives and to have a better understanding of the adversary system. This course exposes students to a legal education designed to engage high school students in a critical examination of their legal responsibilities and rights. High school seniors will discuss practical legal problems, contemporary legal issues, and the ramifications of breaking the law.

**Requirements:** Each student is required to take a final examination at the end of the course.

### **Writing Requirements:**

- Opening and closing statements
- Direct and leading questions
- Thematic essays
- Legal briefs

### **Evaluation/Grading Policy:**

- Multiple-choice exams
- Essays
- Class participation and class assignments (debates and mock trials)
- Final examination – One fifth of the final grade

**Topics and Themes:**

- Introduction to the Law: Explain what law is, why law is necessary, and what types of values are enforced by laws.
- Juvenile justice system: Identify its goals and explain the differences between the juvenile and adult systems.
- Criminal Process: How criminal and civil trials are conducted, and participate in a mock trial.
- Punishment: Evaluate the system of punishment and corrections in this country, and recommend improvements or alternatives.
- Civil Law: Explain the purposes of tort law and evaluate the current tort system. Is tort reform necessary?
- Consumer Law
- Family Law: Marriage, Divorce, Adoption, Abortion

**Course Outline:****Unit One: Introduction to the Law and the Legal System**

- Problems with the law: Ethics/Morals, Interpretation, Circumstances
- What is Law?
- Lawmaking
- Settling Disputes
- The Court System
- Gideon v. Wainwright
- Constitutional Law (Amendments IV, V, VI, VIII, XIV)

**Unit Two: Criminal Law**

- Introduction to Criminal Law
- Crimes: Against people & property
- Defenses
- Criminal Process: Investigation through sentencing, Due Process
- Purposes of punishment

**Unit Three: Juvenile Justice**

- In re Gault
- Juvenile Process
- Juvenile Sentencing

**Unit Four: Civil Law and Torts**

- Negligence
- Strict Liability
- Alcohol

**Unit Five: Consumer Law**

- Contracts
- Warranties
- Credit
- Deceptive Sales Practices
- Advertising

**Unit Six: Family Law**

- Law and the American Family
- Marriage
- Parents and Children
- Foster Care and Adoption
- Separation, Divorce, and Custody

## Social Studies

**Course:** Ethical Issues and Decision Making

**Level:** Grade 12

**Prerequisite:** None

**Text:** A variety of readings and novels and films

**Course Description and Overview:** A research scientist has developed a serum that will cure a disease. A man whose wife is dying of the disease cannot afford the serum that is very expensive to produce. Should he steal the serum? Does he have the right to violate the scientist's years of time and expense developing the serum? What values are in conflict, and where do you stand? This course focuses on problems like these and many others – both hypothetical and contemporary – which ask the students to analyze dilemmas. Students will develop a sense of group solidarity and closeness, improved communication and listening skills, and develop a sense of trust by sharing feelings and taking risks.

**Course Objectives:** Students will focus on both hypothetical and contemporary problems. They will analyze the dilemma, discuss the moral issues and determine a resolution. Students will improve their ability to research, analyze, and express the principles of ethical decision making in writing. Students will continue to develop their communication skills.

**Requirements:** Performance based final exam- present a moral dilemma and run a discussion.

### Writing Requirements:

- Briefs
- Thematic essay
- Written analyses of primary and secondary source materials

### Evaluation/Grading Policy:

- Class participation
- Written briefs
- Research projects
- Final exam (1/5 of final average)

### Topics and Themes:

- Philosophy of Moral Education
- Putting Moral Thought into Moral Action
- Conducting a Moral Discussion

## **Course Outline:**

### **Unit 1: Overview of Western Moral Values**

- How to Write A Brief
- The Nine Moral Issues
- The Impact of Children's Stories

### **Unit 2: An Introduction to Ethical Issues**

- Sharon's Dilemma
- State Commissioner of Education's Dilemma
- "All My Sons" Arthur Miller
- "A Few Good Men"

### **Unit 3: Critical Thinking**

- Problem Solving
- The Case of the Mary Celeste
- Logic
- "Changing Lanes"

### **Unit 4: Family and Teachers: To Whom and How Am I Related?**

- Transplants
- "John Q"
- What's That American Doing in The Hen House?
- "No Man is an Island", Larry Mayfield

### **Unit 5: Conflicting Loyalties- Putting Moral Thought into Moral Action**

- "All The King's Horses" Kurt Vonnegut
- "White Squall"
- The Holocaust: "When You Cried You Died"
- "The Courage to Care"
- The Kitty Genovese Case

### **Final Exam: Conducting a Moral Discussion**