

SOCIAL STUDIES DEPARTMENT

GLOBAL STUDIES

GRADES 9 and 10

The syllabus for grades 9 and 10 provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate in students the knowledge, skills and attitudes needed to function effectively in today's world.

COURSE

COURSE LENGTH

CREDIT

WEIGHT

GLOBAL STUDIES 9 RP (0205) R (0207) H (0206) year 1 1.0,1.0,1.05

This course is open to students who would be scheduled for English 9 and Global Studies concurrently. Taught in consecutive periods by one teacher from each department, a mini-team environment will be created along with expanded opportunities for joint projects and overlapping connections. Literature will be matched with social studies curriculum for both origin and chronology. The course offers a cross-curriculum study of literature, geography, culture and historical influences on the development of selected global regions. Interdisciplinary and multicultural reading, writing and speaking projects will be emphasized. This course *must be taken* with **English 9RP (0105), English 9R (0107), or English 9H (0106)**.

GLOBAL STUDIES 10 RP (0211) R (0204) H (0212) year 1 1.0,1.0,1.05

This course will follow the interdisciplinary format as in grade 9 including consecutive period scheduling, literature matched to the social studies curriculum and teamed teaching. Major units of research and analysis will include: the cultural heritage of modern Europe, industrialization, the rise of democratic societies, the institutions and history of the former Soviet Union and Latin America, colonialism, nationalism, and conflicting ideologies of the twentieth century. Global connections will be identified and evaluated. At the conclusion of the course students will take a two-year Regents examination. This course *must be taken* with **English 10 RP (0111), English 10R (0104) or English 10H (0112)**.

GRADE 11

UNITED STATES HISTORY RP (0228) R (0224) H (0222) year 1 1.0,1.0,1.05

This course follows the mandated State Syllabi in Social Studies. The history of American growth from the colonial period to the present is developed. The enduring issues of constitutional history are stressed with a post 1865 emphasis on social, political, and economic themes. Writing and research skills are integrated continuously.

ADVANCED PLACEMENT AMERICAN HISTORY year 1 1.15
11 HUMANITIES (0220)

The course content will emphasize major themes of American History from the founding of the first colonies to the 1990's. The techniques of sifting evidence, creating hypotheses and the writing of coherent essays with theme, focus and depth will be demonstrated and practiced. Artistic, philosophical, and historiographical analysis will be highlighted. This is a college level course, and it is expected that students will take the *Advanced Placement Examination* in American History in May and the American History and Government *Regents Examination* at the completion of the course. This course *must be taken* with English 11 AP (0117).

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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GRADE 12

<u>AMERICAN GOVERNMENT (0260) R (0256)</u>	sem	½	1.0,1.0,1.15
<u>ADVANCED PLACEMENT (0252)</u>			

The primary goal of this course is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the "office of citizen" that is a fundamental precept of democracy and a right and obligation guaranteed by the 14th Amendment to the Constitution. The end product should be individuals who have the characteristics that define a citizen – committed, informed, skillful and active. To that end, we are offering a one semester course in American Government and Politics which is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

Note: All seniors are required to successfully complete American Government AND Economics to meet New York State graduation requirements.

<u>PUBLIC ISSUES 12H (0251)</u>	sem	½	1.05
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This curriculum was created in support of the goals of the National Issues Forums, and uses its materials as the basis for the Public Issues course. The students will learn to actively participate in the deliberative process. Eventually, they will also learn the skills and techniques so they may moderate the deliberations. Beyond the examination using the NIF issue books, the students will also learn cost/benefit analysis and be taught that public policy does not exist in a vacuum. The effectiveness of the various approaches will be considered, but more importantly, they will be taught about the mechanics of the creation of public policy. A unit on government's role in creating public policy will be studied so that a true ability to example realistic policies will exist. In addition, it is envisioned that various guest speakers will be brought into the classroom. This includes legislators, people from community organizations, special interest groups, school officials, etc. Hopefully, if the need arises, the students will be able to create a format for and even lead community or school based forums. The idea is to make this a course that increases civic awareness and fosters participation in the democratic process.

<u>ECONOMICS (0248) R (0244) H (0275)</u>	sem	½	1.0,1.0,1.05
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Economics is a required senior course designed to develop an understanding of the American economic system, including its characteristics, institutions, and problems. The course will cover both macroeconomics and microeconomics. Critical thinking skills (summarizing, organizing, analyzing and evaluating ideas) are incorporated throughout the course to help students make informed economic decisions. In keeping with the concept of economic world interdependence a significant portion of the course focuses on international economics, i.e. international trade, economic growth in developing nations, and comparative economic systems.

<u>ADVANCED PLACEMENT ECONOMICS</u>	year	1	1.15
<u>MACRO/ MICRO & GOVERNMENT (0247)</u>			

This course will focus on giving students a thorough understanding of the principles of macro and micro economics. It will place primary emphasis on the nature and functions of markets, and the role of government in promoting greater efficiency and equity in the economy. Supply and demand models, consumer choice, production and costs, and market structures will be analyzed. Measurement of economic performance, national income and price determination, as well as international economics will also be included. **Students will take the AP exam in both Macroeconomics and Microeconomics.** **This course fulfills economics and government requirements for graduation.**

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>THE SIXTIES EXPERIENCE: A Rebellious Decade (0279)</u>	sem	½	1.0
This course will use an interdisciplinary approach to an in-depth study of the culture, literature, music and social movements of the Sixties. Topics will include the Civil Rights Movement, the Anti-War Movement, Women's Liberation, and the rise of the counterculture. Outside reading will be emphasized, as well as independent and/or group research projects. Open to grades 11 and 12.			
<u>THE ROAD TO VIETNAM AND BEYOND (0280)</u>	sem	½	1.0
This course looks at United States foreign and defense policy from 1945 to the present with an emphasis on the road to Vietnam and its aftermath. Issues examined will include the Cold War, the Korean War, the dissolution of the Soviet Union, and the current involvement in Bosnia. In addition, the role of the Presidency will be discussed. Students will have the opportunity to participate in several creative hands-on activities as part of home and classwork. Open to grades 11 and 12.			
<u>GENOCIDE IN HISTORY (0282)</u>	sem	½	1.0
This course explores and analyzes the causes, results, and moral decision-making centered on the tragedy of the Holocaust during the rise of Nazism in Germany and World War II. Furthermore, the course will examine parallel case studies of genocide and severe human rights abuses during the 20 th century. Using historical analysis such relevant issues as discrimination, prejudice, peer pressure and the responsibilities of an individual in modern society will be studied. Open to grades 11 and 12.			
<u>EUROPEAN HISTORY- ADVANCED PLACEMENT (0262)</u>	year	1	1.15
This is a college level introduction course on the general narrative of European History from 1450 to the 1990's. The study includes an examination of political, diplomatic, economic, social, intellectual, and cultural themes. Students will compare and contrast the major ideas of documents that contributed to the growth of western civilization. They will also use and analyze statistics, visual and graphic resources, and historical interpretations. There will be a heavy emphasis on the development of theme essays. Students will take the <i>Advanced Placement</i> European History Examination in May.			
<u>PSYCHOLOGY (0264)</u>	sem	½	1.0
This course seeks to analyze and understand why people behave the way they do, both consciously and unconsciously. Through scientific studies, case histories, experiments and related materials and activities, the student will gain an insight into human behavior. The course will also stress informal discussions designed to provide a greater understanding of one's own behavior. Open to grades 11 and 12.			
<u>SOCIOLOGY (0268)</u>	sem	½	1.0
Sociology is designed to introduce the student to terminology and techniques used by sociologists. The main focus is American society and how the individual develops through the socialization process and becomes a productive member of that society. Open to grades 11 and 12.			
<u>CRIMINAL JUSTICE (0269)</u>	sem	½	1.0
This course will examine the nature of law and the law-making process. It will also examine the causes of crime and the different classifications of crime that exist within the American criminal justice system. In addition it will investigate the criminal justice process in the United States. Open to grades 11 and 12.			

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>INTRODUCTION TO WESTERN PHILOSOPHY (0284)</u>	year	1	1.05
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This course is open to juniors and seniors who are performing at the honors or AP levels. Philosophy deals with the most basic issues faced by men and women. In any field of human endeavor, you must know *what* you are dealing with, *how* you know it and *how to act*. These are the basic questions philosophy seeks to answer. The course will begin with a discussion of the major branches of philosophy and then compares the philosophical systems of Plato and Aristotle. The ideas of the other leading schools of thought in the West will be presented in chronological sequence and their influences upon the sciences, the arts, politics and the humanities will be discussed. A major benefit of this course will be the ability to see how the answers to fundamental philosophical questions affect all subjects. Upon completion of this course, students should have the ability to understand all of their other subjects at a more profound level along with the ability to trace the impact of fundamental ideas upon all branches of human inquiry.

**COURSE DESCRIPTIONS
FOR
SYRACUSE UNIVERSITY PROJECT ADVANCE
AT WEST ISLIP HIGH SCHOOL**

This program offers qualified high school students the opportunity to enroll in challenging Syracuse University freshman courses during their senior year of high school. Students who attain a grade of "C" or better would receive official Syracuse University transcript credit, which can be transferred to most American colleges and universities. *A student tuition cost of \$330 for this three-credit course was required during 2008-2009.*

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
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<u>AMERICAN HISTORY 101 (0225)</u>	sem	½	1.15
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While this course is an “introductory” course in American history covering the period from 1607 to 1865, it is not a “survey” course in the sense that we will not attempt to discuss every fact or cover every event in 250 years of American history. Rather we will approach this period of history through a discussion of three themes. The first, essentially covering the period from founding down to the middle of the eighteenth century, will deal with the question of how Europeans from a medieval culture became Americans. The second theme will explore the political, social and economic impact the Revolution had upon American society. And finally, we will focus on the modernization of American society in the nineteenth century and examine the relationship between modernization and the sectional crisis. In all three themes we will focus in part at least, on issues of political democracy, social justice and equality.

PREREQUISITE: Teacher recommendation for 11H or 11AP.

<u>COURSE</u>	<u>COURSE LENGTH</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<u>AMERICAN HISTORY 102 (0226)</u>	sem	½	1.15

This course is intended to be an introduction to U.S. history from the end of the Civil War until the present. While such a course cannot be fully comprehensive, it will focus on many of the important developments and major trends that have shaped modern American life. In the various readings-textbook, primary sources, and “coming of age” accounts-as well as through multi-media resources, students will see how others have experienced, written about, and interpreted history. More importantly, through discussions and various types of assignments, students will have a chance to do history, and not just to read about it. In the process, they will begin to learn something of how historians think about and investigate the past, and will start to develop their own critical, historical perspectives. It is hoped that, by the end of the semester, students will not only know more about the American experience, but will have learned how to construct persuasive arguments, to use evidence effectively, and to hone a variety of analytic skills that will be of value to them both during the undergraduate experience and in the future.

PREREQUISITE: Teacher recommendation for 11H or 11AP.

<u>ECONOMICS 203 (0242)</u>	sem	½	1.15
<u>ECONOMIC IDEAS AND ISSUES</u>			

Economics Ideas and Issues is an introduction to mainstream economic thought designed for students with a *liberal arts interest*. The goals of this course are to introduce students to the ideas that form the foundation of modern western (NeoClassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course begins with a presentation of the scientific method which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomics to the macroeconomics level, emphasizing the connection between these two perspectives. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the on-going economic policy debate between interventionists and non-interventionists.

PREREQUISITE: An average grade of 85 or better in social studies classes or recommendation by the junior year social studies teacher.

<u>PUBLIC AFFAIRS 101 (0243)</u>	sem	½	1.15
<u>INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY</u>			

Introduction to the Analysis of Public Policy is designed to provide students with basic research, communication and decision-making skills used in public policy analysis. Students are required to read and analyze articles in *The New York Times* on local, state and international public policy issues. The instructor determines which public policy issues are chosen for study throughout the semester. The content coverage of the course, while important, is secondary to the development of a range of applied social science skills that will help the student make more informed choices as a citizen, worker and consumer, including the ability to:

- Define and identify components of public policy issues.
- Communicate ideas and findings with respect to public policy issues.
- Use library facilities to collect information on public policy issues.
- Examine the use of surveys to collect information on public policy issues.
- Identify and interview knowledgeable people about public policy issues.
- Use graphs, tables and statistics in the analysis of public policy.
- Identify a social problem and propose a public policy to deal with that problem.
- List benefits and costs of a proposed public policy.
- Use a model to forecast social conditions.
- Analyze the political factors affecting the implementation of a proposed public policy.
- Develop strategies to increase the chances that a preferred public policy would be implemented.

COURSE**COURSE LENGTH****CREDIT****WEIGHT****SOCIOLOGY 101 (0261)****SOCIAL PERSPECTIVES OF HUMAN BEHAVIOR**

sem

½

1.15

This course views sociology as a social science that examines the interplay of self and society. Both the self and society are seen as ongoing social constructions that are created and sustained through processes of social interaction. The central organizing themes of the course are the processes by which social selves are constructed and sustained; the ritual nature of society and social interaction; the structure of social inequality around issues of race, class, and gender; the mechanisms by which society and self are reproduced in the daily interaction patterns of society; mechanisms that interrupt ongoing self and societal reproduction to produce social change; and an analysis of social institutions and social processes of which both student and classroom teacher choose topics of interest. These topics include such things as the changing nature of the family, the impact of divorce and single parent families, sexual and physical violence, childhood and adolescence, the emergence of a global society, and more. The course focuses on developing analytic reading and writing skills through guided analysis of recent professional articles in the social sciences, as well as numerous writing exercises in which students model social science argument style. In addition, individual and group projects focus on such skills as introspective analysis, interviewing, and observational skills. Various projects are accomplished individually and in groups, and are presented in written and/or oral form.