

# CURRICULUM MAP

Subject: Global History 9 (I)

Grade Level: 9

revised 8/14

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>UNIT ONE: ANCIENT WORLD CIVILIZATIONS &amp; RELIGIONS (10,000BC-630AD)</b></p> <ul style="list-style-type: none"> <li>• Early Peoples</li> <li>• Neolithic Societies</li> <li>• River Valley Civilizations Egypt, Mesopotamia</li> <li>• India, China</li> <li>• World Religions</li> <li>• Classical Civilizations Greece, Rome, Gupta, Han (600BC – 900CE)</li> </ul> <p>Standard 2: 2.1,2.2,2.3 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3, 4.4</p>	<p><b>UNIT TWO: EXPANDING ZONES OF EXCHANGE&amp; ENCOUNTER</b></p> <p><b>Development of trade networks</b></p> <ul style="list-style-type: none"> <li>• Tang and Sung-China</li> <li>• Byzantine</li> <li>• Russia</li> <li>• Islam</li> <li>• Medieval Europe</li> <li>• Crusades</li> </ul> <p>Standard 2: 2.1,2.2,2.3 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3, 4.4</p> <p>** Students will take a departmental mid term exam</p>	<p><b>UNIT THREE: GLOBAL INTERACTIONS (1200-1650)</b></p> <ul style="list-style-type: none"> <li>• Early Japan</li> <li>• The Mongols</li> <li>• The Ming Dynasty</li> <li>• The Ottoman Empire</li> <li>• Global Trade and Interaction</li> <li>• Rise and Fall of African Civilizations</li> <li>• The Plague</li> <li>• The Renaissance</li> <li>• The Reformation</li> <li>• The Rise of Nation States and the Decline of Feudalism</li> </ul> <p>Standard 2: 2.1,2.2,2.3 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3, 4.4 Standard 5: 5.1,5.2,5.3</p>	<p><b>UNIT FOUR: THE FIRST GLOBAL AGE</b></p> <ul style="list-style-type: none"> <li>• Spain and Portugal-The Encounter</li> <li>• The Rise of Mesoamerican Empires</li> <li>• The Encounter between Europeans and peoples of Africa, the Americas and Asia</li> <li>• Global Absolutism</li> <li>• The response to Absolutism in England</li> </ul> <p>Standard 2: 2.1,2.2,2.3 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3, 4.4 Standard 5: 5.1,5.2,5.3</p> <p>** Students will take a departmental final exam in June</p>

# CURRICULUM MAP

Subject: Global History 10 (II)

Grade Level: 10

revised 8/14

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>UNIT I: AN AGE OF REVOLUTIONS 1750-1914 – Cause and effect of Revolutions</b></p> <ul style="list-style-type: none"> <li>• Enlightenment</li> <li>• French Revolution</li> <li>• Latin American Revolutions</li> </ul> <p><b>INDUSTRIAL REVOLUTION</b></p> <ul style="list-style-type: none"> <li>• Industrial Revolution in Europe</li> <li>• Impact of Industrialism</li> <li>• Imperialism</li> <li>• Global impact of Industrialism</li> <li>• Rise of Nationalism</li> </ul> <p>Standard 2: 2.1,2.2,2.3,2.4 Standard 3: 3.1,3.2,3.3 Standard 4: 4.1,4.2,4.3 Standard 5: 5.1,5.2,5.3,5.4</p> <p style="text-align: center;">** NOTE: The new Common Core standards have changed the starting unit for grade 10. Now, the date 1750 becomes the new starting point.</p>	<p><b>UNIT II: WORLD WAR AND PEACE 1914 – PRESENT: CRISIS AND ACHIEVEMENT IN THE 20<sup>TH</sup> CENTURY</b></p> <ul style="list-style-type: none"> <li>• Imperialism – Global interactions</li> <li>• World War I</li> <li>• Russian Revolution</li> <li>• Global Depression</li> <li>• Rise of Totalitarianism</li> <li>• World War II</li> </ul> <p>Standard 2: 2.1,2.2,2.3,2.4 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3 Standard 5: 5.1,5.2,5.3,5.4</p> <p style="text-align: center;">***Note: Students will take a departmental mid term exam in January. The exam format will be similar to the NY State Regents exam</p>	<p><b>UNIT III: UNRESOLVED GLOBAL CONFLICT (1945-1991)</b></p> <ul style="list-style-type: none"> <li>• Decolonization and Nationalism</li> <li>• Key independence movements: Ghana, Algeria, Kenya</li> <li>• Holocaust: Human Rights Issues</li> <li>• Origins of the Cold War</li> <li>• Cold War in Eastern Europe</li> <li>• Communist Revolution in Asia</li> <li>• Communist Revolution in China</li> <li>• Collapse of Soviet Union</li> <li>• Reforms with Chinese Communism</li> </ul> <p>Standard 2: 2.1,2.2,2.3,2.4 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3 Standard 5: 5.1,5.2,5.3,5.4</p>	<p><b>UNIT IV: CONTEMPORARY ISSUES:MODERN WORLD/GLOBAL CONCERNS 1990-PRESENT</b></p> <ul style="list-style-type: none"> <li>• Post Colonialism: Africa, Asia, Middle East, Latin America</li> <li>• Independence movements</li> <li>• Rise of Fundamentalism</li> <li>• Global atrocities</li> <li>• Human rights violations</li> <li>• Health care issues worldwide</li> <li>• Globalization</li> <li>• Economic Interdependence</li> <li>• Global Terrorism</li> <li>• Modern Industrialization</li> </ul> <p>Standard 2: 2.1,2.2,2.3,2.4 Standard 3: 3.1,3.2,3.3,3.4 Standard 4: 4.1,4.2,4.3 Standard 5: 5.1,5.2,5.3,5.4</p> <p style="text-align: center;">***Note: Students will take the NY State Regents Exam in June. This exam combines Global Studies I (grade 9) and Global Studies II (grade 10).</p> <p style="text-align: center;">** a decision regarding one exam for both 9<sup>th</sup> and 10<sup>th</sup> grades or one exam for grade 10 only is pending as of 8/14</p>



# CURRICULUM MAP

**Subject: Social Studies - US History & Government**

**Grade Level: 11 / including AP US History**

**revised 8/14**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>Standard 1: 1.1,1.2,1.3,1.4            Standard 2: 2.1,2.2,2.3,2.4            Standard 3: 3.1,3.2            Standard 4: 4.1,4.2,4.3            Standard 5: 5.1,5.2,5.3,5.4</p> <p><b>17th, 18th CENTURY ENLIGHTENMENT THOUGHT</b>  <b>COLONIAL FOUNDATIONS</b>  <b>ROAD TO INDEPENDENCE 1763-1776</b>            Revolution or Civil War?            Winning the war – strategies / key battles  <b>ARTICLES OF CONFEDERATION</b>            Why / how/ why did it fail?  <b>CONSTITUTIONAL CONVENTION / FOUNDATIONS</b>            Creating our US Constitution            Compromises            Federalism  <b>BILL OF RIGHTS</b>            Amendments / meaning / impact            US Supreme Court cases  <b>FEDERALIST ERA</b>            Building our new nation</p>	<p>Standard 1: 1.1,1.2,1.3,1.4            Standard 2: 2.1,2.2,2.3,2.4            Standard 3: 3.1,3.2            Standard 4: 4.1,4.2,4.3            Standard 5: 5.1,5.2,5.3,5.4</p> <p><b>NEUTRALITY &amp; NATIONAL SECURITY</b>  <b>WAR 1812</b>  <b>MANIFEST DESTINATION</b>            US expansion from sea to sea  <b>SECTIONAL ISSUES</b>            North / South – States’ Rights  <b>CIVIL WAR</b>            Union vs. Confederacy – strengths/weakness of each side</p> <p><b>**Note:</b>            Students will take a departmental mid-term exam where the format will be the same as the NYS Regents examination.</p>	<p>Standard 1: 1.1,1.2,1.3,1.4            Standard 2: 2.1,2.2,2.3,2.4            Standard 3: 3.1,            Standard 4: 4.1,4.2,4.3            Standard 5: 5.1,5.2,</p> <p><b>RECONSTRUCTION INDUSTRIALIZATION</b>            Invention / innovation            Factory system  <b>RISE OF AMERICAN BUSINESS INDUSTRY &amp; LABOR</b>            Labor movement / growth of unions  <b>POPULIST &amp; PROGRESSIVE MOVEMENTS</b></p> <p><b>IMPERIALISM</b>            Yellow Journalism            US expands its borders – key issues  <b>IMMIGRATION</b>            Issues then / issues today            US immigration policy  <b>WWI</b>            War in Europe / war effort at home  <b>POST WWI TO 1929</b>            Normalcy            Buying on margin            Stock market crash</p>	<p>Standard 1: 1.1,1.2,1.3,1.4            Standard 2: 2.1,2.2,2.3,2.4            Standard 3: 3.1,3.2            Standard 4: 4.1,4.2,4.3            Standard 5: 5.1,5.2,5.3,5.4</p> <p><b>GREAT DEPRESSION NEW DEAL</b>            FDR – First Hundred Days            Battles with the Supreme Court  <b>WWII</b>            War in Europe / war effort at home  <b>POST WAR WWII GLOBAL CRISIS</b>            The Cold War            McCarthyism  <b>PEACE W/PROBLEMS CIVIL RIGHTS</b>            1960’s civil rights issues / key people  <b>WORLD IN UNCERTAIN TIMES TO PRESENT</b>            Key issues in the world today</p> <p><b>** Note:</b>            Students will take the NY State Regents Exam in June.</p>

# CURRICULUM MAP

**Subject: Social Studies - Participation in Government (semester) Grade Level: 12**

**revised 8/14**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Performance Standards</b>            Standard 1: 1.1,1.2,1.3,1.4            Standard 4: 4.1,4.2            Standard 5: 5.1,5.2,5.3,5.4</p> <p><b>GOVERNMENT OF THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Goals of Government</li> <li>• Major Documents</li> <li>• Concept of Democracy</li> </ul> <p><b>CONSTITUTION</b></p> <ul style="list-style-type: none"> <li>• How document was made</li> <li>• Understanding Organization</li> <li>• Living Document</li> </ul> <p><b>PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• You &amp; the Law</li> <li>• Voting</li> <li>• Public Issues</li> <li>• Political Parties</li> </ul> <p><b>EXECUTIVE BRANCH</b></p> <ul style="list-style-type: none"> <li>• Election</li> <li>• Powers/Responsibilities</li> </ul>	<p><b>Performance Standards</b>            Standard 1: 1.1,1.2,1.3,1.4            Standard 4: 4.1,4.2            Standard 5: 5.1,5.2,5.3,5.4</p> <p><b>CONGRESS/ LEGISLATIVE</b></p> <ul style="list-style-type: none"> <li>• Law-making</li> <li>• How a bill becomes a law</li> </ul> <p><b>JUDICIAL</b></p> <ul style="list-style-type: none"> <li>• Court Organization</li> <li>• Role of Justices</li> <li>• Bill of Rights and Courts</li> </ul> <p><b>STATE &amp; LOCAL GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>• Purpose/Role</li> <li>• Community</li> <li>• Organization</li> </ul> <p><b><u>Content Characteristics</u></b></p> <ul style="list-style-type: none"> <li>• Civic Mindedness</li> <li>• Civic Intelligence</li> <li>• Civic Literacy</li> <li>• Civic Enterprise</li> <li>• Goals:               <ul style="list-style-type: none"> <li>○ Redefine skills for participating in democracy</li> <li>○ Make student aware of role of citizen</li> <li>○ Participation in civic action</li> <li>○ Learn public policy issues</li> <li>○ Students work cooperatively</li> <li>○ Learn values in decision-making process</li> <li>○ Help students form judgments concerning policy issues</li> </ul> </li> </ul>	<p style="text-align: center;"><b>**Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a departmental final at the end of the semester.</li> <li>2. All seniors will have the opportunity to register to vote</li> <li>3. The opportunity to vote will include the school budget and school board election in May.</li> <li>4. Students in this course will participate in an exit poll during the school budget vote in hopes to provide useful information to the Board of Education.</li> <li>5. The male students will be provided the opportunity to register for selective service.</li> </ol>	

# CURRICULUM MAP

**Subject: Current Topics (semester course)**

**Grade 12 (meets state requirement for Participation in Govt.)**

**revised 8/14**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>The Foundations of a Democratic Society</b> Purpose and role of our government</p> <p><b>Meeting the needs of each generation</b> Key problems facing each generation How and why government needs to be involved</p> <p><b>Economic issues</b> The role of the government in our economic system Regulations and supervision of our economy</p> <p><b>Health issues</b> Health related programs What is the legal and ethical responsibility of our government regarding adequate health care?</p> <p>NYS Standards Standard 1 – 1.3 Standard 4 – 4.1,4.2,4.3 Standard 5 – 5.1,5.3</p>	<p><b>Immigration and Naturalization</b> Government issues Government policies What are our responsibilities as a nation?</p> <p><b>Criminal Justice Issues</b> Our criminal justice system The court system Family / juvenile court</p> <p><b>Civil Liberties</b> Define and discuss Specific examples of citizens in conflict with government Constitutional Amendments</p> <p><b>Environmental Issues</b> The role and responsibility of our government to protect the environment Alternate methods of saving fossil fuel The US government’s role as a leader in the world environment</p> <p>NYS Standards Standard 1 – 1.3 Standard 2 – 2.4 Standard 3 – 3.1,3.2 Standard 4 – 4.1,4.2,4.3,4.4</p>	<p><b>*** Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a departmental final at the end of the semester.</li> <li>2. All seniors will have the opportunity to register to vote</li> <li>3. The opportunity to vote will include the school budget and school board election in May.</li> <li>4. Students in this course will participate in an exit poll during the school budget vote in hopes to provide useful information to the Board of Education.</li> <li>5. The male students will be provided the opportunity to register for selective service.</li> </ol>	

# CURRICULUM MAP

**Subject: Social Studies – Economics (semester)**

**Grade Level: 12**

**revised 8/14**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Into to Economics</b>            The basic questions            Our economic systems            Supply and demand  <b>The role of business</b>            Organizations            Finance            Production and productivity  <b>Workers and Consumers</b>            Labor force            Unions: purpose/impact            Consumerism  <b>The role of government</b>            Impact and importance            Taxes            Economic growth</p> <p><b>CORPORATE FUNDING</b>            Monopolies and corporations</p> <p><b>NY State Standards</b>            Standard 3 – 3.2,3.3            Standard 4 - 4.1,4.2,4.3,4.4            Standard 5 - 5.2,5.3</p>	<p><b>Money and banking</b>            “bucks, banks, business”            How money is made/circulated            The Federal Reserve system  <b>Managing the economy</b>            How/why our economy fluctuates            Our monetary policy            Fiscal policy / how / why/ examples            Poverty and health issues            Social Security and other plans  <b>The Global Economy</b>            International trade – examples            Other economic systems            Economics of development</p> <p><b>NY State Standards</b>            Standard 1 – 1.3,1.4            Standard 4 – 4.1,4.2,4.3,4.4            Standard 5 – 5.1.5.2,5.3</p>	<p><b>**Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a departmental final at the end of the semester.</li> <li>2. Students will be given the same opportunity to register, vote and help with the exit poll.</li> <li>3. Students will participate in a mock stock market investment project. Students use \$100,000 to invest and track their earnings. Weekly reports as well as a final report are required.</li> </ol>	

# CURRICULUM MAP

**Subject: Social Studies - Military History (semester)**

**Elective Course Grade Levels: 11, 12**

**revised 8/14**

<b>FIRST QUARTER</b>	<b>SECOND QUARTER</b>	<b>THIRD QUARTER</b>	<b>FOURTH QUARTER</b>
<p><b>ORIGINS OF CONFLICT</b></p> <ul style="list-style-type: none"> <li>• Theories regarding conflict</li> </ul> <p><b>ANCIENT WARFARE</b></p> <ul style="list-style-type: none"> <li>• The Persian War</li> <li>• The Greek system of war</li> <li>• Alexander the Great</li> </ul> <p><b>CLASSICAL WARFARE</b></p> <ul style="list-style-type: none"> <li>• Roman system of war</li> <li>• Punic Wars and Hannibal</li> <li>• The decline of the Roman Empire</li> </ul> <p><b>THE CAVALRY REVOLUTION</b></p> <ul style="list-style-type: none"> <li>• The Franks and Knights</li> <li>• Feudalism</li> <li>• Battle of Hastings</li> <li>• The 100 Years War</li> </ul> <p><b>THE GUNPOWDER REVOLUTION</b></p> <ul style="list-style-type: none"> <li>• The Dutch Revolt</li> <li>• The 30 Years War</li> <li>• Gustav Adolphus</li> </ul> <p><b>NY State Learning Standards:</b></p> <p>Standard 2 – 2.1,2.2, 2.3, 2.4</p>	<p><b>MODERN WARFARE</b></p> <ul style="list-style-type: none"> <li>• Napoleon</li> <li>• Austerlitz</li> <li>• Borodino</li> <li>• Waterloo</li> </ul> <p><b>THE US CIVIL WAR</b></p> <ul style="list-style-type: none"> <li>• Balance sheet of war</li> <li>• Bull Run</li> <li>• Shiloh</li> <li>• Antietam</li> <li>• Gettysburg</li> <li>• Petersburg</li> </ul> <p><b>WORLD WAR I</b></p> <ul style="list-style-type: none"> <li>• Marne</li> <li>• Verdun / Somme</li> <li>• Ypres</li> <li>• US involvement</li> </ul> <p><b>WORLD WAR II</b></p> <ul style="list-style-type: none"> <li>• European war</li> <li>• Pacific war</li> </ul> <p><b>COLD WAR CONFLICTS</b></p> <ul style="list-style-type: none"> <li>• Korea / Inchon</li> <li>• Vietnam / Tet</li> </ul> <p><b>NY State Learning Standards:</b></p> <p>Standard 2 – 2.1,2.2,2.3,2.4, Standard 3 – 2.1,2.2</p>	<p><b>** Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a course final exam at the conclusion of the semester</li> <li>2. Various techniques and strategies are used including board games, military strategy games as well as films and documentaries.</li> </ol>	



# CURRICULUM MAP

**Subject: Social Studies - Psychology**

**Elective Course Grade Levels: 11, 12**

**revised 8/14**

<b>FIRST QUARTER</b>	<b>SECOND QUARTER</b>	<b>THIRD QUARTER</b>	<b>FOURTH QUARTER</b>
<p><b>WHAT IS PSYCHOLOGY</b> 5 approaches to psychology the controlled experiment</p> <p><b>EARLY DEVELOPMENT</b> Intellectual development Social development Jean Piaget</p> <p><b>FROM PUBERTY TO OLD AGE</b> Moral development Lawrence Kohlberg Physical development</p> <p><b>PERSONALITY THEORIES</b> Implicit personality theory Cognitive dissonance Attribution Psychoanalytic / humanist</p> <p><b>SENSATION &amp; PERCEPTION</b></p> <p>NYS Learning / performance standards: Standard 1 – 1.2,1.4 Standard 2 – 2.3,1.4 Standard 5 – 5.1,5.2,5.3,5.4</p>	<p><b>LEARNING</b> Classical conditioning Operant conditioning Social learning Problem solving</p> <p><b>REMEMBERING</b> Memory Techniques to improve memory</p> <p><b>LANGUAGE &amp; COMMUNICATION</b> Body language Defense mechanisms Relationships</p> <p><b>MOTIVATION</b> The bystander effect Stress</p> <p><b>ABNORMAL PSYCHOLOGY</b> Anxiety disorders Depression Schizophrenia Kinds of therapy</p>	<p style="text-align: center;"><b>** Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a departmental final examination at the conclusion of the semester.</li> <li>2. A variety of projects include extensive research of key people in the field of Psychology, investigating the impact of outside forces upon our psychological development.</li> </ol>	

# CURRICULUM MAP

**Subject: Forensics and the Law (semester course)**  
(added in 2005)

**Elective Course grades 10-12**

**revised 8/14**

<b>FIRST QUARTER</b>	<b>SECOND QUARTER</b>	<b>THIRD QUARTER</b>	<b>FOURTH QUARTER</b>
<p><b>Introduction</b> What is forensic science? How has forensic science changed criminal investigations today?</p> <p><b>Examination of criminal behavior</b> Why do people commit crimes? Examination of serial killers</p> <p><b>Defining criminal behavior</b> Types of crimes – felonies</p> <p><b>The crime scene</b> Scene of the crime vs. the crime scene Profiling – why and how is it used?</p> <p><b>Evidence</b> Working the scene – protection and collection of evidence</p> <p><b>Working the crime scene</b> DNA, fingerprinting, firearms Various methods used to investigate criminal activities.</p> <p><b>Performance Standards NYS:</b> Standard 5 – 5.1,5. 3,5. 4</p>	<p><b>Working the scene – different stages</b> Bombs, phone taps, computer, voice examinations, use of the internet</p> <p><b>Working the scene – different skills</b> Use of animals, use of photography, purpose and methods of autopsies.</p> <p><b>Criminal investigations: rights of the accused</b> Priority and cost issues, protecting the rights of the victim Basic legal rights – due process Our Constitutional rights – need for legal counsel. What does your lawyer do? Basics of the legal process Amendments: 4, 5, 6, 8, 14</p> <p><b>Criminal process:</b> The process from investigation through the trial. Son of Sam law</p> <p><b>Performance Standards NYS:</b> Standard 5 – 5.1,5.3,5.4</p>	<p><b>** Key Points to Note:</b></p> <ol style="list-style-type: none"> <li>1. Guest speakers and films are extensively used to illustrate specific tools in Forensics. These are documentaries or actual case studies. Only actual cases are used rather than current television shows are used / shown.</li> <li>2. Common (departmental) final exam taken at the end of the semester.</li> <li>3. Permission slips requiring parental understanding of sensitive topics.</li> </ol>	<p><b>** Activities include:</b></p> <ol style="list-style-type: none"> <li>1. Systematic search</li> <li>2. How to detect lying</li> <li>3. Forgery</li> <li>4. Fingerprinting</li> <li>5. Are you a good witness?</li> <li>6. “Who did it?” Students solve a murder / mystery.</li> </ol>

# CURRICULUM MAP

Subject: AP World History

Elective course – grades 11, 12

revised 8/14

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>THE FOUNDATIONS UNIT</b></p> <p>The rise of agricultural societies Ancient civilizations Classical civilizations Ethical codes and faith</p> <p><b>THE POST CLASSICAL UNIT</b></p> <p>The rise of Islam African Sudanese states Feudal Europe Meso-American civilizations</p> <p><b>NY State Learning Standards:</b> Standard 2 – 2.1,2.2,2.3,2.4, Standard 3 – 3.1,3.2,3.3</p>	<p><b>POST CLASSICAL UNIT CON'T</b></p> <p>Tang/Song China Feudal Japan The Mongols</p> <p><b>THE EARLY MODERN UNIT</b></p> <p>The rise of the west Czarist Russia The Ottoman Empire Ming / Manchu China Tokugawa Japan Origins of Latin America Africa and the slave trade</p> <p><b>NY State Learning Standards:</b> Standard 2 – 2.1,2.2,2.3,2.4 Standard 4 – 4.1,4.2</p>	<p><b>THE MODERN UNIT</b></p> <p>Western hegemony Industrialism / Imperialism Scramble for Africa Ottoman decline Modernization of Japan Latin American independence</p> <p><b>THE POST-MODERN UNIT</b></p> <p>World War I Russian Revolution Global Depression Nationalism World War II</p> <p><b>NY State Learning Standards:</b> Standard 2 – 2.1,2.2,2.3,2.4 Standard 5 – 5.1,5. 2</p>	<p><b>THE POST MODERN UNIT (cont.)</b></p> <p>Post colonialism Cold War conflicts Collapse of Communism Terrorism in the post Cold War world</p> <p><b>NY State Learning Standards:</b> Standard 2 – 2.1,2.2,2.3,2.4</p>

# CURRICULUM MAP

Subject: Law and You (semester course)

Elective course grades 11 – 12

revised 8/14

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>Introduction to law</b>            Legal philosophies            Objectives of law            Levels of law  <b>The court system</b>            Federal courts            State courts            Local court system  <b>Criminal law</b>            Classification of laws and punishment            Procedures followed within the criminal law system  <b>Juvenile Law</b>            The juvenile and due process            Punishment and levels of crimes for youth            Youthful offender status / sealed records</p> <p><b>NYS Performance Standards</b>            Standard 1: 1.1,1.2,1.3,1.4            Standard 2: 2.1,2.3,2.4            Standard 4 : 4.1,4.2            Standard 5: 5.1,5.2,5.3,5.4</p>	<p><b>Civil Law</b>            Define            Classifications            Procedures            Torts  <b>Voir Dire</b>            Procedure of how jurors are selected            Jury duty – qualifications            Jury selection reasoning  <b>Death Penalty</b>            History            Key issues today            Organizations fighting / supporting the death penalty            New York State and the death penalty            Views (pro/con) of the death penalty  <b>Family Law</b>            Family court – purpose, procedure            The school and family law            Responsibilities of the county court system to the family</p>	<p><b>** Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will take a departmental final examination at the conclusion of the semester.</li> <li>2. A variety of films, documentaries and other resources are used to provide the most up to date information for our students during this experience.</li> <li>3. Guest speakers may be invited from the legal world to share experiences with our students.</li> <li>4. A strong emphasis is placed upon the understanding of our civic responsibilities within our society. By applying an understanding of the law, students will have a broader sense of their role as a citizen.</li> </ol>	

# CURRICULUM MAP

**Subject: Film History (semester course)**

**Elective course grades 11 – 12**

**revised 8/14**

<b>FIRST QUARTER</b> <b>Units and Topics</b>	<b>FILMS SHOWN – 1<sup>st</sup> QUARTER</b>	<b>SECOND QUARTER</b> <b>Units and Topics</b>	<b>FILMS SHOWN – 2<sup>ND</sup> QUARTER</b>
<p><b>Unit 1 – Civil Rights in America Since 1945</b></p> <p>Process of becoming part of a whole Denial of civil rights – peaceful resistance Denial of civil rights – legal challenges Martyrs of the movement (optional) Black Nationalism Learning to live together Testing the system through quotas</p> <p>NY State Learning Standards:  Standard 1: 1.1,1.2, 1.3 Standard 4: 4.1,4.2,4.3 Standard 5: 5.1,5.2,5.3</p>	<p>Gangs of New York Long walk Home  Mississippi Burning  Ghosts of Mississippi Malcolm X Do the Right Thing Stand and Deliver</p>	<p><b>Unit II – America Embraces a Cold War Policy</b></p> <p>How the Cold War affected American life Confronting Soviet expansionism and Communism War at home – opposing viewpoints America’s soldiers pay a heavy price America’s heroes – life after Vietnam</p> <p><b>Unit III – Terrorism and its impact on the United States</b></p> <p>Separatists promote a home grown terrorism Clashing ideologies – disastrous consequences Oil – today’s global weapon</p> <p>NY State Learning Standards: Standard 1: 1.1,1.2,1.3 Standard 2: 1.1,1.2 Standard 4: 4.1,4.3 Standard 5: 5.1,5.2,5.3</p>	<p>Dr. Strangelove  JFK  Kent State  Platoon  Born on the Fourth of July    Waco is Burning  The Siege  Syriana</p>

# CURRICULUM MAP

**Subject: AP Macro Economics**  
(course added 2009-10)

Elective course grades 12  
This course will also meet the PIG and Econ  
grade 12 graduation requirement

revised 8/14

FIRST QUARTER Units and Topics	SECOND QUARTER Units and Topics	SECOND QUARTER Units and Topics	FOURTH QUARTER Units and Topics
<p><b>Unit I – Basic Concepts</b> scarcity choice opportunity costs corporative advantages</p> <p><b>Unit II – Measurement of economic performance</b> circular flow model the business cycle movement of GDP -expenditures approach - income approach Unemployment Inflation</p> <p>NY State Learning Standards: Standard 4: 4.1,4.2,4.3</p>	<p><b>Unit III – Aggregate Supply and Demand</b> economic models: Keynesian, Laffer consumption function investment function savings function</p> <p><b>Unit IV – Monetary and fiscal policy</b> discretionary fiscal policy budgeting taxation money The Federal Reserve money market multiplier effect Philips Curve</p> <p>NY State Learning Standards: Standard 4: 4.1,4.2,4.3</p>	<p><b>Unit V – Economic Growth</b> human capital formation physical capital formation research and development long run economic growth</p> <p><b>Unit VI – International Exchange</b> free trade v. protectionism balance of payments exchange rates developed and developing world economics</p> <p>NY State Learning Standards: Standard 4: 4.1,4.2,4.3</p>	<p><b>Review of course work and units in preparation for the AP Macroeconomics examination</b></p> <p><b>AP exam is given in May.</b></p> <p>NY State Learning Standards: Standard 4: 4.1,4.2,4.3</p>

