

# CURRICULUM MAP

Subject: Global History 9 (I)

Grade Level: 9  
revised 7/24

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>UNIT ONE: ANCIENT WORLD CIVILIZATIONS &amp; RELIGIONS (10,000BC-630 AD)</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 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><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><b>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>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 7/24**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>UNIT I 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><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><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 worldwide</li> <li>● Health care issues</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: right;">***Note: Students will take the NY State Regents Exam in June. .</p>

# CURRICULUM MAP

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

**Grade Level: 11 / including AP US History**  
revised 7/24

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 COLONIAL FOUNDATIONS ROAD TO INDEPENDENCE 1763-1776</b> Revolution or Civil War? Winning the war – strategies / key battles</p> <p><b>ARTICLES OF CONFEDERATION</b> Why / how/ why did it fail?</p> <p><b>CONSTITUTIONAL CONVENTION / FOUNDATIONS</b> Creating our US Constitution Compromises Federalism</p> <p><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></p> <p><b>WAR 1812</b></p> <p><b>MANIFEST DESTINATION</b> US expansion from sea to sea</p> <p><b>SECTIONAL ISSUES</b> North / South – States’ Rights</p> <p><b>CIVIL WAR</b> Union vs. Confederacy – strengths/weakness of each side</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</p> <p><b>RISE OF AMERICAN BUSINESS INDUSTRY &amp; LABOR</b> Labor movement / growth of unions</p> <p><b>POPULIST &amp; PROGRESSIVE MOVEMENTS</b></p> <p><b>IMPERIALISM</b> Yellow Journalism US expands its borders – key issues</p> <p><b>IMMIGRATION</b> Issues then / issues today US immigration policy</p> <p><b>WWI</b> War in Europe / war effort at home</p> <p><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</p> <p><b>POST WAR WWII GLOBAL CRISIS</b> The Cold War McCarthyism</p> <p><b>PEACE W/PROBLEMS CIVIL RIGHTS</b> 1960’s civil rights issues / key people</p> <p><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 7/24**

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> <p style="padding-left: 40px;">Law-making</p> <p style="padding-left: 40px;">How a bill becomes a law</p> <p><b>JUDICIAL</b></p> <p style="padding-left: 40px;">Court Organization</p> <p style="padding-left: 40px;">Role of Justices</p> <p style="padding-left: 40px;">Bill of Rights and Courts</p> <p><b>STATE &amp; LOCAL GOVERNMENT</b></p> <p style="padding-left: 40px;">Purpose/Role</p> <p style="padding-left: 40px;">Community</p> <p style="padding-left: 40px;">Organization</p> <p><b><u>Content Characteristics</u></b></p> <p style="padding-left: 40px;">Civic Mindedness</p> <p style="padding-left: 40px;">Civic Intelligence</p> <p style="padding-left: 40px;">Civic Literacy</p> <p style="padding-left: 40px;">Civic Enterprise</p> <p style="padding-left: 40px;">Goals:</p> <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>	<p style="text-align: center;"><b>**Note:</b></p> <ol style="list-style-type: none"> <li>1. Students will complete a capstone project as a final exam</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. 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 7/24**

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 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. 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 - Psychology**

**Elective Course Grade Levels: 11, 12**  
revised 7/24

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<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 disorder Depress 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

**\*\*\*\*\* AP Psychology has an entirely new CED in 2024-25 and is under construction**

# CURRICULUM MAP

**\*\*\**Society and Culture* is a new course at CCHS and is currently under construction**



# CURRICULUM MAP

**\*\*\*\*\*This course has changed to Criminal Justice and the Law for the 2024-25 school year. It is under construction**

Subject: Law and You (semester course)

Elective course grades 11 – 12  
revised 7/24

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 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>	