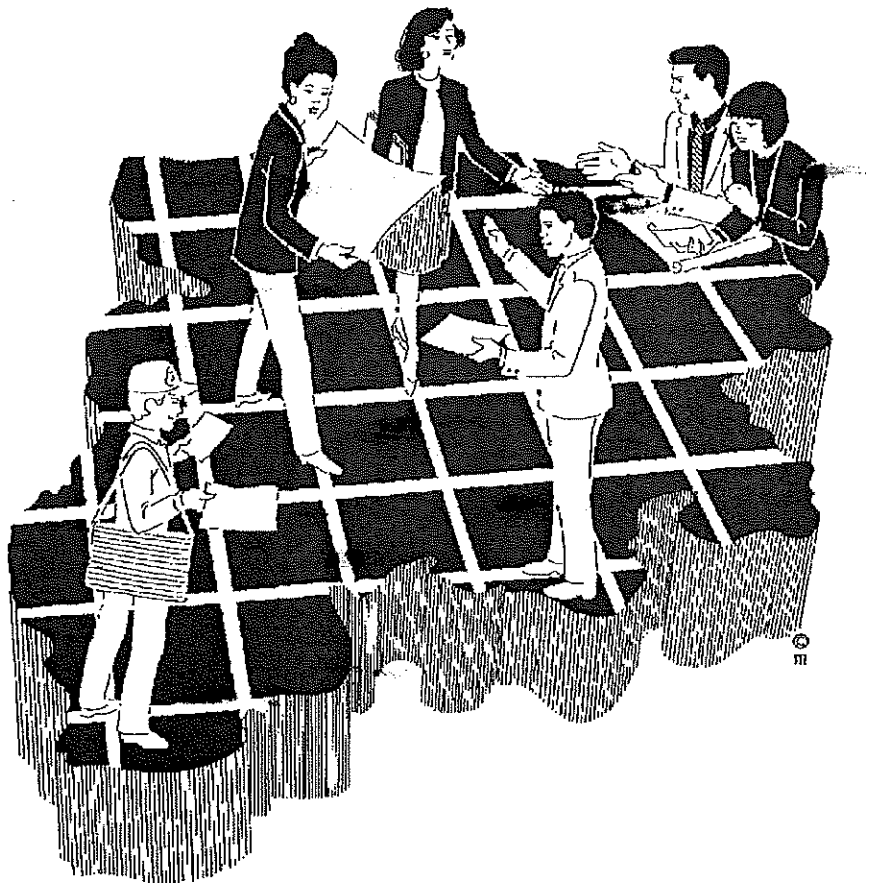

Westfield Public Schools
Dr. Suzanne Scallion, Superintendent

Social Studies Curriculum
PreK - 12



Published by the Office of Curriculum & Instruction
Mrs. Susan Dargie, Director

Mission Statement

Through the investigation of diverse cultures, our students will be empowered to live responsibly as active participants who will impact our increasingly interdependent world community.

We acknowledge the core concept of the **Massachusetts Curriculum Frameworks:**

The goal of a history and social science curriculum is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to avail themselves of historical and cultural resources - historic sites, museums, parks, libraries, multimedia information sources - wherever they may live or travel.

Social Studies Curriculum
District Goals
PreK-12

Upon completion of the PreK-12 Social Studies program, students will be able to:

- Recognize themselves as inheritors of the past and shapers of the future.
- Demonstrate knowledge of and respect for the culturally diverse nature of today's society.
- Understand civic responsibilities and apply ethical and democratic principles to their everyday lives.
- Integrate knowledge, skills, and attitudes within the fields of Social Studies and across all disciplines.
- Analyze current political, economic, and social issues on local, national, and international levels in order to make informed decisions.
- Understand the importance of self and the individual's relationship with others, the group and society.
- Develop an understanding of and an appreciation for the rich heritage of the United States that was defined by many groups of people.
- Research and analyze data from a variety of sources and communicate information and viewpoints effectively.
- Recognize the interdependence of the global community and acknowledge the influence of the United States as a world leader.
- Affect and adapt to change as life-long learners and effective problem solvers.

SCOPE AND SEQUENCE

PreKindergarten: Self Awareness

- Routines
- Time and Order
- Location/Direction
- Rules and Responsibilities
- Cause and Effect

Kindergarten: SELF

- Self and Family
- Patriotic Symbols - Historical Figures
- Immediate Environment
- Rules or Regulation/Authority
- Location/Personal Information
- Sharing - Cooperation
- Diversity of Individual

Grade One: COMMUNITY

- Community Awareness & Involvement
- Sequencing of Major Historical Events - Recognition of Accomplishments of Major Historical Figures.
- Graphic Representations of the World
- Career and Occupations
- Diversity of People

Grade Two: EXTENSION OF COMMUNITY

- Homes and Habitats of Native Americans and Other Cultures
- Rights and Responsibilities
- Needs and Wants
- Earning and Spending
- Timelines and Flowcharts
- Natural Resources/Recycling
- Major Forms of Land and Bodies of Water

Grade Three: BEYOND OUR COMMUNITY__

- Continents, Hemispheres
- Map Skills: Legends, Symbols, Directionality
- Colonial America
- Representative Government

Grade Four: OUR COUNTRY

- Regions of the United States
- American Rights and Responsibilities
- History of Westfield
- Basic Economic Principles
- Movement of Peoples

Grade Five: A CLASH OF CULTURES

- World Exploration
- Developing a New Nation through 1789
- The Cultural Patterns of the Western Hemisphere

Grade Six: ORIGINS OF CIVILIZATIONS

- The Cultural Patterns of Ancient Eastern Civilizations
- The Cultural Patterns of Western Civilizations through the Fall of Rome

Grade Seven: PEOPLE AND ENVIRONMENT

- Concepts of Geography
- Modern World Cultures

Grade Eight: DEVELOPING A NEW NATION

- US History: 1776 - Reconstruction
- Social/Cultural/Economic/Political Change and Impact

Grade Nine: DEVELOPMENT OF THE MODERN WORLD

- Middle Ages to Present
- Social/Cultural/Economic/Political Global Interaction

Grade Ten: CONTEMPORARY AMERICA

- Reconstruction to Present
- Social/Cultural/Economic/Political Impact in a Changing World

Grade Eleven or Twelve: US GOVERNMENT/DEMOCRACY IN ACTION

- Structure and functions of Local, State, and Federal government.
- Participatory Citizenship/Rights, Roles, Responsibilities.

ELECTIVES:

WHS

- Ancient History (9-12)
- Practical Law (10-12)
- Modern World History (10-12)
- Economics (11-12)
- Current Issues (11-12)
- Psychology (11-12)
- Sociology (11-12)

ELECTIVES:

WVTHS

- American Government (10-11)
- Current Issues (11-12)

Social Studies Curriculum

PreKindergarten: SELF AWARENESS

- Routines
- Time and Order
- Location/Direction
- Rules and Responsibilities
- Cause and Effect

Upon completion of **PreKindergarten**, the students will be able to:

- Identify and discuss the order of daily routines.
- Discuss and use vocabulary related to time in relevant activities.
- Identify and describe cause and effect as they relate to personal experiences and stories.
- Demonstrate an understanding of the spatial concepts of location and direction.
- Construct and describe simple maps of the immediate environment.
- Evaluate rules, fairness, responsibilities and authority using personal experiences and stories.
- Identify and participate in classroom responsibilities of daily activities.
- Identify and discuss the roles of community helpers.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Kindergarten: SELF

- Self and Family
- Patriotic Symbols
- Immediate Environment
- Rules or Regulation/Authority
- Location/Personal Information
- Sharing-Cooperation
- Diversity of Individual

Upon completion of **Kindergarten**, the students will be able to:

- Describe what may constitute a family.
- Recognize that symbols and historical figures represent Patriotic values and beliefs.
- Demonstrate an understanding of absolute and relative location.
- Identify the sources and responsibilities of authority.
- Recognize that actions have intended and unintended consequences.
- Demonstrate an understanding that the classroom is a community in which they have responsibilities.
- Recognize and exhibit respectful, cooperative behaviors.
- Describe what makes an individual the same as or different from others.


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Social Studies Curriculum

Grade One: COMMUNITY

- Community Awareness & Involvement
- Sequencing of Major Historical Events - Recognition of Accomplishment of Major Historical Figures
- Graphic representations of the World
- Career and Occupations
- Diversity of people

Upon completion of **Grade One**, the students will be able to:

- Demonstrate an understanding of the relationship between community needs and community service.
 - Identify the accomplishments of prominent US historical figures.
 - Demonstrate an understanding of cultural differences among global societies.
 - Compare and contrast graphic representations of the earth.
 - Differentiate between rural, suburban and urban communities.
 - Identify and describe the roles and responsibilities of people in a local community.
-  Launch a draw program to draw and label scenes representing rural, suburban and urban communities.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Two: EXTENSION OF COMMUNITY

- Homes and Habitats of Native Americans and Other Cultures
- Citizenship and Responsibility
- Needs and Wants
- Earning and Spending
- Timelines and Flowcharts
- Natural Resources/Recycling
- Major Forms of Land and Bodies of Water

Upon completion of **Grade Two**, the students will be able to:

- Compare and contrast the tribes of Native Americans in Massachusetts with those in other regions of North America.
- Interpret data presented in a timeline.
- Demonstrate an understanding of the importance of geography on hunter-gatherer and farming societies.
- Explain how inventions and discoveries are related to the needs and wants of a society.
- Describe the characteristics that define basic geographic and political features of the earth.
- Explain the interdependence between people and the environment.
- Demonstrate an understanding of world cultural differences as presented through literature, narratives, and primary source materials.
- Demonstrate an understanding of the relationship between citizenship and responsibility.
- Evaluate the advantages and disadvantages of unanimous agreement, majority agreement, and imposed authority.
- Demonstrate an understanding of the relationship between the achievement of economic goals and the restriction imposed by natural limits.
- Describe how the parties in a transaction may or may not benefit.
- ☒ Use proper handling of a CD-ROM disk to launch a selected application.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Three: BEYOND OUR COMMUNITY

- Continents, Hemispheres
- Map Skills: Legends, Symbols, Directionality
- Colonial America
- Representative Government

Upon completion of **Grade Three**, the students will be able to:

- Compare and contrast family life today with family life in the past.
 - Demonstrate an understanding of how democratic values came to be and how they have been exemplified by people, events and symbols.
 - Discuss the reasons for colonial settlement and the establishment of representative government.
 - Identify and explain the absolute and relative location, names, and features of places and regions in the world.
 - Classify regions with common geographic characteristics.
 - Use the basic elements of maps and globes to convey geographic information.
 - Identify and describe the roles and responsibilities of civic leaders.
 - Compare and contrast native crops, foods and animals with those introduced as a result of colonization.
 - Demonstrate an understanding of the concept of supply and demand.
- Use text and graphics to demonstrate an understanding of a social studies unit.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Four: OUR COUNTRY

- Regions of the United States
- American Rights and Responsibilities
- History of Westfield
- Basic Economic Principles
- Movement of Peoples

Upon completion of **Grade Four**, the students will be able to:

- Assess the impact of people and events from a community's past and present on its future including Westfield, Massachusetts.
 - Distinguish between primary and secondary sources including an analysis of fact and opinion.
 - Identify the reasons for population migration.
 - Identify the location and features of states and regions of the United States.
 - Explain how climate and geography have influenced economic growth locally and nationally.
 - Evaluate the benefits that producers and consumers realize through different means of exchanging goods and services.
 - Demonstrate an understanding that significant changes in the US economy impact life in America.
 - Identify the efforts of individuals and groups who contributed to the development of the American culture.
 - Demonstrate an understanding that citizens have freedoms, rights and responsibilities within a democratic society.
- Abide by the District Acceptable Use Policy while using the Internet for research.
- Use appropriate software to create a timeline of events.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Five: A CLASH OF CULTURES

- World Exploration
- Developing a New Nation through 1789
- The Cultural Patterns of the Western Hemisphere

Upon completion of **Grade Five**, the students will be able to:

- Demonstrate an understanding that there are multiple causes that shape an event.
- Demonstrate an understanding of different points of view in historical accounts.
- Explain the geographic and economic influences on the historical migrations of people.
- Explain the impact of geographic characteristics and natural resources on the development of Massachusetts.
- Demonstrate an understanding that culture has many components.
- Distinguish between money and barter economies.
- Demonstrate an understanding that the regions of Colonial America differed in their economic development.
- Demonstrate an understanding of the importance of the founding documents in the formation of our government.
- Demonstrate an understanding of the impact that European culture had on established cultures in the new world.
- Compare and contrast the cultures of ancient civilizations of the Western Hemisphere.
- ☒ Use a webbing application to organize ideas while brainstorming topics within a social studies unit.
- ☒ Demonstrate an understanding of fair use, copyright and trademark laws while gathering information on cultures.
- ☒ Discuss the inappropriate uses of technology and the possible impact on society.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Six: ORIGINS OF CIVILIZATIONS

- The Cultural Patterns of Ancient Eastern Civilization
- The Cultural Patterns of Western Civilization through the Fall of Rome

Upon completion of **Grade Six**, the students will be able to:

- Demonstrate an understanding of the components of a civilization.
- Demonstrate an understanding of the skills used by social scientists.
- Illustrate that an individual can impact the course of events.
- Compare and contrast the causes that shape similar events.
- Explain the significance of archaeology in the understanding of societies both with and without written records.
- Identify and assess the short and long term effects of inventions and discoveries.
- Verify geography's influence on the growth and decline of empires and the diffusion of ideas.
- Provide evidence that basic economic principles originated in ancient civilizations.
- Describe the political systems of ancient times and their impact on social and economic lives of the people.
- Analyze the cultural similarities and differences of ancient civilizations.
- Cite examples of how war and political instability affect economic development.
- Discuss specific ways in which technology milestones have altered history.
- Document the history of major technology changes through the course of the development of civilization.
- Identify the relationship between technological developments and the beliefs, attitudes and values of society.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Seven: PEOPLE AND ENVIRONMENT

- Concepts Of Geography
- Modern World Cultures

Upon completion of **Grade Seven**, the students will be able to:

- Demonstrate an understanding of the impact of adversity on groups and individuals in their search for liberty and equality.
- Compare the basic tenets of world religions and their influence on individual lives.
- Identify the physical characteristics of the earth in geographic terms and organize them into ecosystems.
- Analyze the impact of the intended or unintended consequences of technological advances on the environment.
- Define and show practical use of common terms of economics.
- Evaluate the relationships between geography, climate and economic development.
- Describe basic economic systems.
- Compare and contrast diverse forms of government and their effects on human life.
- Analyze how physical environments influenced migration and settlement patterns.
- Recognize how the outcomes of war, revolution and independence movements redefined national boundaries.
- Demonstrate an understanding that international trade affects domestic economies.
- Use map and globe skills to interpret topographic, land form, political, population, historical, resource and climate maps.
- Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., rainfall, temperature, or population size data).
- ☐ Describe the role of technology in society and cite specific ways in which technology has benefited and/or harmed society.
- ☐ Demonstrate how technology has played a role in the shift from an agrarian to an industrial to an information-based society.
- ☐ Use the Internet to access information on political systems of ancient times.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Eight: WORLD HISTORY

- Fall of Rome to the Enlightenment
- Social/Cultural/Economic/Political Global Interaction

Upon completion of **Grade Eight**, the students will be able to:

1. Explain the long and short term causes and consequences of historic turning points.
 2. Demonstrate an understanding that historical interpretations can vary according to the era in which they developed.
 3. Compare and interpret primary source materials.
 4. Evaluate the impact of human interaction on the diffusion of culture.
 5. Investigate and discuss the influence that world religions have had on the evolution of social structures.
 6. Evaluate geographic factors that have resulted in political and economic conflict and change.
 7. Compare and contrast economic ideologies and systems.
 8. Demonstrate an understanding that government economic policies impact global trade.
 9. Differentiate between systems of government.
 10. Evaluate the impact of technological advancements on social, political, and economic trends and developments.
 11. Analyze the basic tenets of world religions and their influences on individual lives.
 12. Explain how an individual can impact the course of events.
 13. Identify and describe the political structures, religious practices, economics and art and architecture of various civilizations and empires.
 14. Using maps and time lines identify the location and time periods of civilizations and empires.
- Use telecommunications resources for immediate access to current events and perspectives from primary sources.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Nine: DEVELOPING A NEW NATION

- US History: 1663-1990
- Social/Cultural/Economic/Political Change and Impact

Upon completion of **Grade Nine**, the students will be able to:

- Explain how ideas and individuals may be a catalyst for action.
- Evaluate the relative importance of causes that shaped an event.
- Demonstrate an understanding that there are intended and unintended consequences to decisions
- Assess the impact of stereotyping, prejudice and bias on the integration of groups into existing societies.
- Distinguish between and evaluate the goals of individuals and the goals of institutions within an economy.
- Assess the impact of adversity on groups and individuals in their search for liberty and equality.
- Analyze the geographic and economic influences of historic migrations.
- Explain the impact of technology in economic transactions.
- Discuss the principles of our constitutional government.
- Discuss the evolution of the judicial system, the election process and the policy making process at the national, state and local levels.
- Analyze the impact of geographic characteristics on the expansion of our new nation.
- Analyze and interpret historical documents.
- Using maps, globes and graphs, interpret historical data.
- ☐ Use telecommunications resources for immediate access to current events and perspectives from primary sources.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grade Ten: United States History II

- 1900 to Present
- Social/Cultural/Economic/Political Impact in a Changing World

Upon completion of **Grade Ten**, the students will be able to:

- Assess historical events and ideas within the context of the times.
- Evaluate the long and short term causes and unexpected consequences of historic turning points.
- Demonstrate an understanding of the rights and responsibilities of individuals in conjunction with the ideals of community participation and public service.
- Compare the complicity of government and private institutions to perpetuate injustices with the constitutional framework that enables political efforts to correct such injustices.
- Demonstrate an understanding of the essentials and the effects of major 19th and 20th century scientific theories and technologies.
- Assess the geographic and economic influences on historical and contemporary events.
- Demonstrate an understanding that distribution of resources may lead to conflicts resulting in political, economic and/or cultural changes.
- Evaluate the many factors affecting the behavior of a market.
- Assess the advantages and disadvantages of systems of government.
- Verify that the principles embodied in the Founding Documents continue to influence political policy.
- Assess the impact that individuals and groups have on public policy reform.
- Analyze and interpret historical documents.
- Use maps, globes and graphs to interpret historical data.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

Social Studies Curriculum

Grades Eleven or Twelve: US GOVERNMENT/DEMOCRACY IN ACTION

- Structure and functions of Local, State, and Federal government.
- participatory Citizenship/Rights, Roles, Responsibilities

Upon completion of **Grades Eleven/Twelve**, the students will be able to:

- Provide evidence that diverse groups of people with differing motives have collaborated to bring about change.
- Examine and evaluate the partisan accounts of political events.
- Investigate the principles of equality as stated in the Declaration of Independence and evaluate how through active participation change can be realized in an adverse society.
- Demonstrate an understanding of the relationship between governmental legislation and ethical and moral principles.
- Evaluate the need for governmental limits on personal liberties in a democratic society.
- Interpret the role that managed news coverage has on individual perspectives and governmental policies.
- Explain how geographical factors impact governmental decisions.
- Analyze the impact of government policies on personal, business and institutional economic decisions.
- Describe, analyze and appraise how economic and social conditions have affected governmental responses.
- Evaluate responsible and irresponsible use of authority and power.
- Assess the reasons for and effectiveness of the founding documents.
- Describe the role of state and local government in relation to the national government.
- Analyze how contemporary political and legal issues are affected by previous court decisions and government policies.
- Compare and contrast the current condition of democracy throughout the world in relation to human and civil rights.

CURRENT EVENTS must be an integral part of this curriculum. Through the use of television, newspapers, electronic media, etc., students will make connections between their studies and their lives.

COURSE: **Advanced Placement Macroeconomics**
LENGTH: Full Year
GRADE: Grade 12 (Grade 11 with permission)
PREREQUISITES: Recommendation of Department Supervisor
CREDIT: 1 Credit

INTRODUCTION: This is a full year introductory course with emphasis on application of economic principles to bring about an understanding of contemporary problems. In economics, problems are usually examined from the social, not from the individual point of view. The course stresses development of tools of analysis for evaluation, interpretation, communication and problem solving. These skills will, in turn, permit students to compare ideas and events, formulate informed opinions, separate fact from fiction, and use evidence to make conclusions.

COURSE CONTENT: Topics include the nature of market economy, national income, employment and fiscal policy, characteristics of the American monetary and banking systems, and economic growth and international trade. In spite of its practical benefits, however, students must be forewarned that economics is an academic, not a how-to-make-money, area of study.

STUDENT COMPETENCIES: Upon completion of **A.P. Macroeconomics**, students will be able to:

- Demonstrate an understanding of the factors that influence the function of an economic system.
- Evaluate the impact of fiscal and monetary policy in a market economy.
- Manipulate data in order to measure economic performance.
- Discuss the role that supply and demand play in determining production and distribution in a market economy.
- Evaluate the role of money and financial institutions in a market economy.
- Examine how trade affects the economies of the world.
- Compare and contrast Keynesian, Classical, Monetarist, and Rational Expectations theories.
- Analyze the trade-off between inflation and unemployment.
- Assess the causes and effects of historical trends in the U.S. business cycle.

COURSE: **Ancient History**

LENGTH: Half Year

GRADE: Grades 9-12

PREREQUISITES: none

CREDIT: .5 Credit

INTRODUCTION: If students are to deal with the many complicated problems of the contemporary world, it is imperative that they have knowledge of what has gone on before. The main purpose of this half-year course is to help students understand not only the past, but their own times as well.

COURSE CONTENT: This course will begin with the dawn of man and the ways he established civilized communities in the Nile River Valley and in Mesopotamia. The first half of this course will deal with the magnificent civilizations of Egypt and Mesopotamia and their significant achievements. The second half of the course will deal with the classical civilizations of Greece and Rome and their influence on our civilization today. This course will deal with the political and economic development in the ancient world. However, attention will be given to the growth of ideas, education and other aspects of intellectual and social history.

STUDENT COMPETENCIES: Upon completion of **Ancient History**, students will be able to:

- Compare and contrast differing cultural views on the creation of the universe and the evolution of mankind.
- Discuss the changes that occurred as civilization developed from prehistoric times.
- Identify the common features of a civilization.
- Analyze the impact of geography on the development of ancient civilizations.
- Describe how the invention of agriculture related to settlement and the emergence of civilization.
- Describe the evolution of religious systems in ancient civilizations.
- Evaluate the impact of trade on the diffusion of culture.
- Compare and contrast differing political and social systems of ancient times and their effect on the lives of the people.
- Analyze the development of empires and their influence on the political, social, and economic lives of ancient people.
- Discuss how modern Western civilization has been shaped by Greek and Roman cultural contributions.
- Discuss how modern Western democracy has been shaped by Greek and Roman forms of government.

COURSE: **Contemporary Legal Issues**

LENGTH: Half Year

GRADE: Grade 12 (Grade 11 with permission)

PREREQUISITES: U.S. Government

CREDIT: .5 Credit

INTRODUCTION: This is a half-year program that introduces the students to the various concepts of our legal system. This course will provide a practical understanding of the law and the legal system, which will be of use to students in their everyday lives.

COURSE CONTENT: Contemporary Legal Issues offers an opportunity to study the fundamental principles and values underlying our constitution, laws, and legal system. Included topics will be freedom of speech, Miranda rights, the death penalty, criminal procedure and fair arrest.

STUDENT COMPETENCIES: Upon completion of **Legal Issues**, students will be able to:

- Explain how federal, state, and local laws impact individuals.
- Explain how the various due process rights are important to ensuring a fair trial.
- Discuss the impact of major court decisions on government policies.
- Compare and contrast the rights of individuals and the rights of society.
- Evaluate the relationship between legislation and ethical and moral principles.
- Compare and contrast the differences in search and seizure laws.
- Evaluate how first amendment rights have affected school policies.
- Evaluate the opposing viewpoints on a current legal issue.
- Analyze the different judicial interpretations of the Constitution.
- Explain the movement of a case through the different levels of federal and state courts.
- Compare and contrast the rights of juveniles and the rights of adults.

COURSE: **Human Relations**

LENGTH: Full Year

GRADE: Grade 12 (Grade 11 with permission)

PREREQUISITES: none

CREDIT: 1 Credit

INTRODUCTION: This full year introduction to Human Relations will give students an opportunity to study individual and group behavior. Students will be involved in experiments and exercises relating to the topics studied.

COURSE CONTENT: Major areas of study will include sensation, learning, thinking, intelligence and creativity, human development from infancy to old age, emotions, states of consciousness, hypnosis and medication, and abnormal behavior.

STUDENT COMPETENCIES: Upon completion of **Human Relations**, students will be able to:

- Trace the development of psychology and discuss the ideas of psychologists.
- Identify the major approaches to the study of behavior.
- Analyze and evaluate the importance of the five senses in our perceptions of the world.
- Describe the process of cognition, including the ideas of communication, reasoning and memory.
- Discuss the process of individual development including physical, social, emotional, and intellectual from infancy to young adulthood.
- Identify the electrical and chemical processes in the body that make feeling, thinking, and acting possible.
- Compare and contrast the motivations that affect individual behavior.
- Assess the reasons for and the effectiveness of the study of psychology.
- Evaluate how prejudice, affiliation and authority affect individual behavior and compare to group behavior.

COURSE: **Issues of the 2000's**

LENGTH: Half Year

GRADE: Grades 11 - 12

PREREQUISITES: U.S. Government

CREDIT: .5 Credit

INTRODUCTION: The half-year course will focus on the complex and challenging issues confronting the U.S. today. Emphasis will be placed on understanding the democratic process and gaining a better perspective on our government and current issues through active participation in a weeklong field trip to Washington, D.C.

COURSE CONTENT: Issues of the 2000's will cover current issues such as nuclear proliferation, budget and trade deficits, the economy, health care and foreign affairs.

STUDENT COMPETENCIES: Upon completion of **Issues of the 2000's**, students will be able to:

- Analyze reasons for conflict among countries, such as competition for resources, differences in systems of government, and religious conflicts.
- Examine and evaluate the partisan accounts of political events.
- Interpret the role that managed news coverage has on individual perspective and government policies.
- Describe the purpose and function of the President's cabinet.
- Compare and contrast the current condition of democracy throughout the world in relation to human and civil rights.
- Evaluate responsible and irresponsible use of authority and power.
- Demonstrate an understanding of the factors that influence the function of an economic system.
- Evaluate whether or not the United States should promote the spread of democracy throughout the world.
- Explain the civil liberties guaranteed under the first amendment.
- Describe the impact illegal drug use and the culture and economy of the United States.
- Evaluate the three major causes of crime in the United States.

COURSE:	Psychology/Sociology
LENGTH:	Full Year
GRADE:	Grade 12 (Grade 11 with permission)
PREREQUISITES:	none
CREDIT:	1 Credit

INTRODUCTION: Psychology/Sociology is a full year course designed to introduce the student to both disciplines. A half-year study of psychology will include a survey of the historical background and present status of psychology. A half-year study of sociology will include all the major areas of study of group behavior in a dynamic blend of concept, theory and application of both.

COURSE CONTENT: In this course, students will investigate psychological methods and theories, human development, heredity and environment, personality theories, theories of thinking and learning, and abnormal behavior. Sociology topics including deviation of cultural norms, social groupings, social stratification, minorities in the social structure population and human ecology, mass communication and the family unit, past and present, will also be an integral part of the curriculum.

STUDENT COMPETENCIES: Upon completion of **Psychology/Sociology**, students will be able to:

Psychology:

- Compare and contrast the six main contemporary perspectives in psychology.
- Evaluate the ethical issues involved in psychological research.
- Explain the role of chromosomes and genes in heredity, and evaluate the methods used by psychologists to study the role of heredity in determining traits.
- Explain the principles of operant conditioning, and describe some of its applications.
- Differentiate between deductive and inductive reasoning.
- Analyze the strategies used in decision-making.
- Assess gender differences in cognitive abilities, personality, and behavior.
- Distinguish the differences and symptoms of major psychological disorders, and outline the theories that explain them.

Sociology:

- Trace the development of sociology and discuss the ideas of the early sociologists.
- Compare and contrast the three current theoretical perspectives of sociology.
- Identify and describe the components of culture and social structure.
- Explain how culture is both maintained and changed.
- Identify the factors that affect personality development and the emergence of the self.
- Describe the characteristics and issues of adolescence.
- Demonstrate an understanding of the various theories concerning deviance, crime and correction.
- Identify the types of social stratification systems and discuss the social rewards upon which stratification is based.
- Describe the characteristics of minority groups and identify the types of minority group treatments.
- Determine the characteristics of social inequality based on gender, age, and health.

COURSE: **Russian History**
LENGTH: Half Year
GRADE: Grades 9-12
PREREQUISITES: none
CREDIT: .5 Credit

INTRODUCTION: **Russian History** is a half-year course that introduces the students to a study of all aspects of the Russian Empire, the Soviet Union, and the Commonwealth of Independent States.

COURSE CONTENT: **Russian History** includes the study of the fall of a superpower, the land and its peoples, history of the Russian Empire to 1917, fundamentals and failures of Communism, the Soviet Union under Lenin and Stalin, from Khrushchev to Gorbachev, transforming the government and economy, society and culture, and the Commonwealth of Independent States and the world.

STUDENT COMPETENCIES: Upon completion of **Russian History**, students will be able to:

- Explain how geography affected the nation's history.
- Describe the rise of Moscow and the growth of the Russian autocracy.
- Summarize the growth of the revolutionary movement in Russia.
- Describe the connection between World War I and the end of the Russian monarchy.
- Investigate the main points of Marxist theory and its application by Lenin.
- Compare and contrast Leninism and Stalinism.
- Recognize the reasons for Bolshevik success in the civil war and Lenin's New Economic Policy.
- Describe the success of Stalin's five-year Plans and collectivization.
- Explain the impact that World War II had on the Soviet Union.
- Investigate the aims of Soviet foreign policy from the 1920s to the Cold War.
- Discuss reasons for the collapse of communism in Eastern Europe and the Soviet Union.
- Recognize Russian success in literature, art, music, science and technology.
- Discuss the formation of the Commonwealth of Independent States and the political and economic problems facing its nations.
- Discuss relations among the nations of the CIS and the rest of the world.

Guiding Principles of History and Social Science Education Massachusetts Curriculum Frameworks

A curriculum framework promotes a coherent K-12 vision for curriculum by a) articulating desired learning standards for students, b) suggesting the key concepts and competencies related to those standards, and c) describing the criteria for success. In addition, a framework provides direction for teachers in using the standards as a basis for observing, guiding, assisting, and assessing their students' language development. Although it is based on findings of research and effective practice, its usefulness, and ultimately its effect on student achievement, will depend upon the degree to which it engages educators in reflecting on teaching and learning in their own schools and communities.

The *Massachusetts Curriculum Frameworks for History and Social Science* established high expectations for all learners. The following principles taken from the *Curriculum Frameworks* represent ideals of teaching and learning that can guide the development of a Social Studies curriculum that will empower each and every learner as an effective thinker, good citizen, and life long learner.

- Every student should study the social sciences every year.
- PreK-12 instruction in social studies is made coherent by teachers from all grade levels working together to achieve a properly sequenced course of study. Such a sequence prevents major gaps and needless repetitions.
- An effective social studies curriculum emphasizes learning through the study of United States and world history, geography, economics, and civics and government.
- An effective social studies curriculum recognizes each person as an individual, encourages respect for the human and civil rights of all residents, and future citizens of the United States.
- An effective curriculum in social studies draws on and integrates several disciplines and field of study.
- The historical narrative should provide the continuous setting for learning in social studies, as well as the frame of reference from which teachers choose the current events and public policy issues for the student study, presentation, and classroom discussion.