

CURRICULUM MAP

Subject: Global History 9 (I)

Grade Level: 9
revised 7/24

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>UNIT ONE: ANCIENT WORLD CIVILIZATIONS & RELIGIONS (10,000BC-630 AD)</p> <ul style="list-style-type: none"> ● Early Peoples ● Neolithic Societies ● River Valley Civilizations Egypt, Mesopotamia ● India, China ● World Religions ● Classical Civilizations Greece, Rome, Gupta, Han (600BC – 900CE) <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>UNIT TWO: EXPANDING ZONES OF EXCHANGE ENCOUNTER</p> <p>Development of trade networks</p> <ul style="list-style-type: none"> ● Tang and Sung-China ● Byzantine ● Russia ● Islam ● Medieval Europe ● Crusades <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>UNIT THREE: GLOBAL INTERACTIONS (1200-1650)</p> <ul style="list-style-type: none"> ● Early Japan ● The Mongols ● The Ming Dynasty ● The Ottoman Empire ● Global Trade and Interaction ● Rise and Fall of African Civilizations ● The Plague ● The Renaissance ● The Reformation ● The Rise of Nation States and the Decline of Feudalism <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>UNIT FOUR: THE FIRST GLOBAL AGE</p> <ul style="list-style-type: none"> ● Spain and Portugal-The Encounter ● The Rise of Mesoamerican Empires ● The Encounter between Europeans and peoples of Africa, the Americas and Asia ● Global Absolutism ● The response to Absolutism in England <p>AN AGE OF REVOLUTIONS 1750-1914 – Cause and effect of Revolutions</p> <ul style="list-style-type: none"> ● Enlightenment ● French Revolution ● Latin American Revolutions <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>UNIT I INDUSTRIAL REVOLUTION</p> <ul style="list-style-type: none"> ● Industrial Revolution in Europe ● Impact of Industrialism ● Imperialism ● Global impact of Industrialism ● Rise of Nationalism <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>UNIT II: WORLD WAR AND PEACE 1914 – PRESENT: CRISIS AND ACHIEVEMENT IN THE 20TH CENTURY</p> <ul style="list-style-type: none"> ● Imperialism – Global interactions ● World War I ● Russian Revolution ● Global Depression ● Rise of Totalitarianism ● World War II <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>UNIT III: UNRESOLVED GLOBAL CONFLICT (1945-1991)</p> <ul style="list-style-type: none"> ● Decolonization and Nationalism ● Key independence movements: Ghana, Algeria, Kenya ● Holocaust: Human Rights Issues ● Origins of the Cold War ● Cold War in Eastern Europe ● Communist Revolution in Asia ● Communist Revolution in China ● Collapse of Soviet Union ● Reforms with Chinese Communism <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>UNIT IV: CONTEMPORARY ISSUES: MODERN WORLD/GLOBAL CONCERNS 1990-PRESENT</p> <ul style="list-style-type: none"> ● Post Colonialism: Africa, Asia, Middle East, Latin America ● Independence movements ● Rise of Fundamentalism ● Global atrocities ● Human rights violations ● Health care issues worldwide ● Globalization ● Economic Interdependence ● Global Terrorism ● Modern Industrialization <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>17th, 18th CENTURY ENLIGHTENMENT THOUGHT COLONIAL FOUNDATIONS ROAD TO INDEPENDENCE 1763-1776 Revolution or Civil War? Winning the war – strategies / key battles</p> <p>ARTICLES OF CONFEDERATION Why / how/ why did it fail?</p> <p>CONSTITUTIONAL CONVENTION / FOUNDATIONS Creating our US Constitution Compromises Federalism</p> <p>BILL OF RIGHTS Amendments / meaning / impact US Supreme Court cases FEDERALIST ERA 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>NEUTRALITY & NATIONAL SECURITY</p> <p>WAR 1812 MANIFEST DESTINATION US expansion from sea to sea</p> <p>SECTIONAL ISSUES North / South – States’ Rights</p> <p>CIVIL WAR 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>RECONSTRUCTION INDUSTRIALIZATION Invention / innovation Factory system</p> <p>RISE OF AMERICAN BUSINESS INDUSTRY & LABOR Labor movement / growth of unions</p> <p>POPULIST & PROGRESSIVE MOVEMENTS</p> <p>IMPERIALISM Yellow Journalism US expands its borders – key issues</p> <p>IMMIGRATION Issues then / issues today US immigration policy</p> <p>WWI War in Europe / war effort at home</p> <p>POST WWI TO 1929 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>GREAT DEPRESSION NEW DEAL FDR – First Hundred Days Battles with the Supreme Court WWII War in Europe / war effort at home</p> <p>POST WAR WWII GLOBAL CRISIS The Cold War McCarthyism</p> <p>PEACE W/PROBLEMS CIVIL RIGHTS 1960’s civil rights issues / key people</p> <p>WORLD IN UNCERTAIN TIMES TO PRESENT Key issues in the world today</p> <p>** Note: 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>Performance Standards 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 style="text-align: center;">GOVERNMENT OF THE PEOPLE</p> <ul style="list-style-type: none"> ● Goals of Government ● Major Documents ● Concept of Democracy <p>CONSTITUTION</p> <ul style="list-style-type: none"> ● How document was made ● Understanding Organization ● Living Document <p>PARTICIPATION</p> <ul style="list-style-type: none"> ● Citizenship ● You & the Law ● Voting ● Public Issues ● Political Parties <p>EXECUTIVE BRANCH</p> <ul style="list-style-type: none"> ● Election ● Powers/Responsibilities 	<p>Performance Standards 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>CONGRESS/ LEGISLATIVE</p> <p style="padding-left: 40px;">Law-making</p> <p style="padding-left: 40px;">How a bill becomes a law</p> <p>JUDICIAL</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>STATE & LOCAL GOVERNMENT</p> <p style="padding-left: 40px;">Purpose/Role</p> <p style="padding-left: 40px;">Community</p> <p style="padding-left: 40px;">Organization</p> <p><u>Content Characteristics</u></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"> ○ Redefine skills for participating in democracy ○ Make student aware of role of citizen ○ Participation in civic action ○ Learn public policy issues ○ Students work cooperatively ○ Learn values in decision-making process ○ Help students form judgments concerning policy issues 	<p style="text-align: center;">**Note:</p> <ol style="list-style-type: none"> 1. Students will complete a capstone project as a final exam 2. All seniors will have the opportunity to register to vote 3. The opportunity to vote will include the school budget and school board election in May. 4. The male students will be provided the opportunity to register for selective service. 	

CURRICULUM MAP

Subject: Social Studies – Economics (semester)

Grade Level: 12
revised 7/24

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

CURRICULUM MAP

Subject: Social Studies - Psychology

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

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>WHAT IS PSYCHOLOGY 5 approaches to psychology the controlled experiment</p> <p>EARLY DEVELOPMENT Intellectual development Social development Jean Piaget</p> <p>FROM PUBERTY TO OLD AGE Moral development Lawrence Kohlberg Physical development</p> <p>PERSONALITY THEORIES Implicit personality theory Cognitive dissonance Attribution Psychoanalytic / humanist</p> <p>SENSATION & PERCEPTION</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>LEARNING Classical conditioning Operant conditioning Social learning Problem solving</p> <p>REMEMBERING Memory Techniques to improve memory</p> <p>LANGUAGE & COMMUNICATION Body language Defense mechanisms Relationships</p> <p>MOTIVATION The bystander effect Stress</p> <p>ABNORMAL PSYCHOLOGY Anxiety disorder Depress Schizophrenia Kinds of therapy</p>	<p style="text-align: center;">** Note:</p> <ol style="list-style-type: none"> 1. Students will take a departmental final examination at the conclusion of the semester. 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. 	

AP PSYCHOLOGY- CURRICULUM MAP

Course Description: AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

MARKING PERIOD 1	MARKING PERIOD 2	MARKING PERIOD 3	MARKING PERIOD 4
<p>Note: Research methods will be included across all units</p> <p>CED Unit 1: Biological Bases of Behavior</p> <ul style="list-style-type: none"> ■ Heredity and Environment ■ The Nervous System, Brain Structure, and Function ■ Consciousness ■ Sensation 	<p>CED Unit 2: Cognition</p> <ul style="list-style-type: none"> ■ Perception ■ Memory ■ Thinking and Language ■ Intelligence and Testing <p>CED Unit 3: Development and Learning</p> <ul style="list-style-type: none"> ■ Developmental Psychology ■ Classical and Operant Conditioning ■ Social, Cognitive, Neural Factors in Learning 	<p>CED Unit 4: Social and Personality</p> <ul style="list-style-type: none"> ■ Personality ■ Motivation and Emotion ■ Social Psychology 	<p>CED Unit 5: Physical and Mental Health</p> <ul style="list-style-type: none"> ■ Positive Psychology ■ Disorders ■ Treatment ■ Health Psychology

Time Travelers: Curriculum Map

Do you want to step back in time and uncover the secrets of the past through its most captivating and evocative aspects? Have you wondered if the Ancient Egyptians liked the same food you do? Are you curious about how fast fashion started? This course dives into the fascinating world of social history and culture, using the lenses of fashion, art, music, and food to bring the past to life. In "Time Travelers," you will embark on a captivating journey through history, exploring the rich tapestry of human culture and society.

Marking Period 1	Marking Period 2
<ul style="list-style-type: none">● Intro to Culture Unit<ul style="list-style-type: none">○ What is culture?○ What are norms & sanctions?● Music Unit<ul style="list-style-type: none">○ International roots○ American history○ Modern examples● Holidays Unit<ul style="list-style-type: none">○ Investigation into holidays○ Deep dive on a seasonal holiday	<ul style="list-style-type: none">● Fashion Unit<ul style="list-style-type: none">○ International roots○ American history○ Modern examples● Art Unit<ul style="list-style-type: none">○ International roots○ American history○ Modern examples● Food Unit<ul style="list-style-type: none">○ International roots○ American history○ Modern examples

CURRICULUM MAP Subject: Social Studies - Criminal Justice

This course provides a foundational overview of the U.S. criminal justice system. It covers key topics like policing, criminal trials, corrections, and juvenile justice. Each unit is designed to build essential vocabulary and understanding of the criminal justice process, with an emphasis on hands-on projects and practical learning experiences, including a mock crime project, the creation of a police department, a mock trial, and a corrections project.

Course Outline

First Quarter

- 1. Introduction to Criminal Justice**
 - **Key Concepts: Vocabulary, Rights, Overview of Criminal Justice System.**
 - **Project: Mock Crime Project to simulate the investigative process.**
- 2. Unit 1: Policing**
 - **Topics: Role and responsibilities of police, community policing, and law enforcement practices.**
 - **Project: Creating a Police Department Project, where students design a department structure and protocols.**
- 3. Unit 2: Criminal Trials**
 - **Topics: Trial process, roles within a courtroom, and principles of a fair trial.**
 - **Project: Mock Trial Project to simulate courtroom procedures and decision-making.**

Second Quarter

- 4. Unit 3: Corrections**
 - **Topics: Prison system, rehabilitation, and alternative sentencing.**
 - **Project: Corrections Project to explore the different correctional systems and approaches.**
- 5. Unit 4: Juvenile Justice**
 - **Topics: Differences between juvenile and adult justice systems, rehabilitation, and special considerations.**
- 6. Final Exam**
 - **A comprehensive assessment over two days covering all units studied.**

This course structure promotes an interactive and comprehensive understanding of criminal justice by combining theory with real-world applications.