

# SOCIAL STUDIES DEPARTMENT

## COURSE DESCRIPTIONS & PREREQUISITES

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|---|---|------------|
| <input type="checkbox"/> Kindergarten   | ⇒ | 4th Grade  |
| <input type="checkbox"/> 5th Grade      | ⇒ | 8th Grade  |
| <input type="checkbox"/> 9th Grade      | ⇒ | 11th Grade |
| <input type="checkbox"/> FLHS Electives |   |            |
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# **SOCIAL STUDIES DEPARTMENT**

## **COURSE DESCRIPTIONS, Grades K-4**

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### **SOCIAL STUDIES (K)**

The Kindergarten social studies curriculum was developed by the Fair Lawn grade level social studies team and is aligned to the NJ Student Learning Standards in Social Studies. The units of study include: School and School Community, Self and Others, and The Neighborhood.

### **SOCIAL STUDIES (1)**

The Grade 1 social studies curriculum was developed by the Fair Lawn grade level social studies team and is aligned to the NJ Student Learning Standards in Social Studies. The units of study include: The Community, Families & Places in Our Community, and Families are Important: Families Now and Long Ago.

### **SOCIAL STUDIES (2)**

The Grade 2 social studies curriculum was developed by the Fair Lawn grade level social studies team and is aligned to the NJ Student Learning Standards in Social Studies. The units of study include: Rights, Rules and Responsibilities, Our Community's Geography, and Urban, Suburban, and Rural Communities. .

### **SOCIAL STUDIES (3)**

The Grade 3 social studies curriculum was developed by the Fair Lawn grade level social studies team and is aligned to the New Jersey Learning Standards in Social Studies. The units of study include: Introduction to World geography and World Communities, U.S. Geography, Case Studies of communities in Africa, Asia, South America and/or Europe.

### **SOCIAL STUDIES (4)**

The Grade 4 social studies curriculum was developed by the Fair Lawn grade level social studies team and is aligned to the NJ Student Learning Standards in Social Studies. The units of study include: The First Inhabitants of NJ, Three Worlds Meet, The Colonial & Revolutionary Periods, and Local and State Government .

# **SOCIAL STUDIES DEPARTMENT**

## **COURSE DESCRIPTIONS, Grades 5-8**

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### **PREHISTORY AND THE RISE OF WESTERN CIVILIZATION (Grades 5-6)**

In order to meet the requirements of the New Jersey Student Learning Standards, this required sixth grade course has been redesigned. It focuses on students acquiring historical understanding of the social, political and economic forces, ideas and institutions, the role of geography, and the varying cultural influences that have led to the world in which they are expected to function and contribute. The course is comprised of the following units: Human Geography, Archaeology and Early Humans, Ancient River Valley Civilizations, Classical Civilizations, and the Medieval Period. The rise to dominance of specific societal groups, their effect on the world at their zenith of influence, and their residual effect on our society after their decline will be explored as a means of understanding the motivations for political, cultural, and economic differences and regional societal values that has formed the world today. The emphasis of this course is to improve historical perspective and cultural interaction, while encouraging understanding of cultural diversity. Students will be able to relate events of the past to present day situations. Students are expected to become more proficient in the following skills areas: analysis of primary and secondary sources, proving a thesis through writing and presentation, and content understanding. This will occur by students engaging in activities like research, essay writing, and creating multi-media presentations and other products.

### **WORLD HISTORY (Grade 7)**

The Grade 7 curriculum is Social Studies curriculum that was developed by the Fair Lawn, Grade Level, Social Studies Team and is aligned to the New Jersey Student Learning Standards Initiative and the New Jersey Student Learning Standards in Social Studies. The units of study include: The Renaissance, Reformation and Global Exchange, The Enlightenment, The Industrial Revolution, The World at War.

### **UNITED STATES HISTORY: GOVERNMENT & THE ROLE OF CITIZENS (Grade 8)**

The purpose of the social studies component in the 8th grade is to foster in students the knowledge and skills needed to make sense of current political and social issues and to provide a knowledge base in order to learn to contribute to national, state, and local decision-making through participatory citizenship. The program will integrate the study of the social, economic, and political problems of the United States by starting with the framework of the American Revolution through the Reconstruction period following the American Civil War. The second half of the year will concentrate on how citizens have interacted with the government of the United States throughout history. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship.

The eighth grade social studies curriculum is designed to integrate critical thinking and social reasoning by providing opportunities for speaking, reading, writing, and analyzing as tools for learning about

America's origins and development. Students will utilize these tools as we travel from early colonization through the period of Reconstruction following the American Civil War. Students, in the second half of the year, will then study the principles of civics as they apply to the individual rights of workers and voters, the civil rights of African-Americans, Women and other communities. In addition, students will research current events and participate in a service learning project to help determine their role as a citizen in their community, country and world. As students progress through these historical periods, they will continuously examine the seven themes of history including:

- Physical Environment
- Government
- Economics
- Social Classes
- Cultural Development
- Religions and Values
- Science and Technology

# SOCIAL STUDIES DEPARTMENT

## COURSE DESCRIPTIONS, Grades 9-11

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### **MODERN WORLD HISTORY (Grade 9)**

Modern World History: Designed to examine modern world history from the Enlightenment up to, and including current issues, themes and events. Students will learn the major diplomatic, cultural, economic, political and social aspects of each unit. Among the anticipated objectives are the understanding of the global world in which we live, and how the world developed to its present state. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, comprehend primary sources and complete research assignments.

Modern World History CP: In order to meet the requirements of the State Core Curriculum Standards, this required 9th grade course has been redesigned. It focuses on students acquiring historical understanding of the social, political and economic forces, ideas and institutions, the role of geography, and the varying cultural influences that have led to the world in which they are expected to function and contribute. The course spans from the period of the Enlightenment (1700s) to the development of a global civilization (1945-present). In order for students to grasp the concept of living in an interdependent world, considerable time will be spent on the non-Western world, including: the Middle East, the Far East, Asia, Africa and Latin America. The emphasis of this course is to improve historical perspective and cultural interaction, while encouraging understanding of cultural diversity. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, interpret and analyze primary sources and complete research assessments.

Modern World History Honors: In addition to the aforementioned curriculum, the honors course will be more stringent in its requirements in reading and writing assignments. Also, students will be expected to present oral assessments, interpret, analyze and evaluate primary sources, and complete independent research projects. Members of the honors classes also will be expected to present in class and participate in group discussions and debates. Coverage of vital world current events is also an integral part of the course. The general goal of the World History Honors curriculum is to contribute to students' improved understanding of an increasingly global world.

### **UNITED STATES HISTORY I (Grade 10)**

United States History I: The purpose of the United States History I course is to integrate the study of the social, economic, and political problems of this time period. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, comprehend primary sources and complete research assessments.

United States History I CP: The purpose of the United States History I course is to integrate the study of the social, economic, and political problems of this time period. Among the anticipated objectives are

the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, interpret and analyze primary sources and complete research assessments.

United States History I Honors: Designed to examine United States history from the colonial period up to and including the time of the industrialization and urbanization of the United States, this course will offer a more in-depth view of the modernization of America. Students will transcend each decade by researching the four major themes of historical thought including, political structure, economics, social justice, and foreign policy. In addition to more stringent requirements in reading and writing assignments, students will be expected to present oral assessments, interpret, analyze and evaluate primary sources, and complete independent research projects.

## **UNITED STATES HISTORY II**

United States History II: The purpose of the United States History 2 course is to integrate the study of the social, economic, and political problems of the twentieth century into the framework of this modern era. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations.

United States History II CP: The purpose of the United States History 2 course is to integrate the study of the social, economic, and political problems of the twentieth century into the framework of this modern era. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations.

United States History II Honors: Designed to examine United States history from 1900 to the present day, this course will offer a more in-depth view of the modernization of America. Students will transcend each decade by researching the four major themes of historical thought including, political structure, economics, social justice, and foreign policy. In addition to more stringent requirements in reading and writing assignments, students will be expected to present oral assessments, interpret and analyze primary sources, and complete independent research projects.

# **SOCIAL STUDIES DEPARTMENT**

## **COURSE DESCRIPTIONS, FLHS Electives**

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### **AMERICAN POLITICS & MEDIA STUDIES**

American Politics and Media Studies is designed to afford students a hands-on experience in U.S. political affairs. The objective is to teach students about U.S. politics and government in both the past and present by means of direct participation and study.

The curriculum includes three major units, each designed to educate and illustrate the political systems, structures and practices of the United States government. Within each unit activities have been created to illustrate and reinforce the lessons and to allow students to participate in the various workings of the government. Projects include in-school voter registration drives; work on an election campaign; immersive case studies in American democracy; debating original pieces of legislation; researching, tracking, analyzing and discussing current issues at all levels of governments through the examination of various media agents.

Throughout the course, students are encouraged to engage in various field experiences to enhance their understanding of civic engagement and the American democratic political process.

### **AP COMPARATIVE GOVERNMENT**

This course is designed as an introduction to the comparative study of politics and government in the modern world. The AP Comparative program is designed to provide students with the necessary tools to evaluate common types of governments and cultures, compare and analyze their governments and societies, and describe their interactions in a global environment. During this year, we will focus on the governments of six countries and compare their structure with that of the United States and each other. By studying the governments of Great Britain, Russia, Mexico, Nigeria, China and Iran students will gain a better understanding of both commonalities and differences among modern political systems.

### **AP MICROECONOMICS**

The purpose of Microeconomics is to provide a rigorous, well defined curriculum for Advanced Placement Economics. This course offering is equivalent to one college semester of Microeconomics as is defined by the College Board's Course Description.

Microeconomics is primarily concerned with developing a students' understanding of the concepts of economics while providing experience with its theories and applications. This course emphasizes the relationship between producers, consumers, and the government, which are explained theoretically, verbally, and graphically. The connections students make through these representations allow for a complete understanding of the microeconomic curriculum.

The course includes, but is not limited to theories involving basic concepts, supply and demand, comparative advantage, elasticity, consumer behavior theory, firm and industry cost structures, market structures (perfect competition, monopoly, monopolistic competition, oligopoly), labor markets, tax incidence, efficiency and externalities. Upon completion of this course students are eligible for college credit, according to the results of an Advanced Placement Examination conducted by the College Board. It is intended that the Microeconomics course enables a student to obtain credit for the first semester of college economics.

## **AP MACROECONOMICS**

The purpose of Macroeconomics is to provide a rigorous, well defined curriculum for Advanced Placement Economics. This course offering is equivalent to one college semester of Macroeconomics as is defined by the College Board's Course Description.

Macroeconomics is primarily concerned with developing a students' understanding of the concepts of economics while providing experience with its theories and applications. This course emphasizes the relationship between aggregate consumption, aggregate production and the government, which are explained theoretically, verbally, and graphically. The connections students make through these representations allow for a complete understanding of the macroeconomic curriculum.

This course is intended for qualified students who wish to complete studies in secondary school equivalent to a one semester college introductory course in macroeconomics. During the course the students will explore economic principles as they apply to an economic system as a whole. It will emphasize economic aggregates: aggregate national income and output, aggregate consumption, aggregate investment, government spending, taxation, money and banking, monetary policy, foreign exchange market, currency, capital flows and international trade. The course will also reinforce the student's familiarity with economic performance measures.

## **AP EUROPEAN HISTORY**

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

## **AP PSYCHOLOGY**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological



disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

## **AP US HISTORY**

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

## **AP WORLD HISTORY**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

## **CRIMINAL LAW**

The purpose of the social studies component in this upper-level elective is to foster in students the knowledge and skills needed to make informed decisions about legal actions and behaviors by studying the origins of law, the model penal code, and the New Jersey legal code. This knowledge base will supply students with the skills necessary in responding critically, analytically and practically to the world around them, both within New Jersey, and in the United States, as well. Students will be encouraged to greater self-discovery by examining the law in multiple ways. This program will build upon skills attained in previous social studies courses, while encouraging students to understand the law, and all of its ramifications. The scope of the course will include the origins and limits of the law, and the kinds of crimes included under the law, including (but not limited to) homicide, arson, assault, and property crimes.

This curriculum is designed to integrate critical thinking and reasoning skills by giving students the chance to read, speak, write and evaluate situations, events and stories. By utilizing these skills, students will have a greater understanding of criminal law. As students progress, they continuously will examine the conceptual strands of:

- Growth and Development (Individual, Society & the World)
- Civics
- Conflict and Compromise
- Human Rights

This upper-level elective curriculum is designed to employ a practical approach to learning and comprehending criminal law. This study will prepare students for lifelong education by providing a foundation of the law and legal matters. The purpose is to facilitate understanding of the ideals and philosophies of our founding fathers, and then apply that to the law at the federal, state and local levels.

It is also the goal of this curriculum to give the students perspective that will help them develop and effectively answer: "How can I distinguish between right and wrong morally, ethically, and legally?" This course is meant to foster in students an attitude toward learning which will help them view the present state of our nation in terms of the law. In doing so, this course intends to affect an attitude in all students of understanding the law, its consequences, and their role in the legal process.

## **HISTORY OF HUMAN BEHAVIOR**

The purpose of the History of Human Behavior course is to provide students with an understanding of how human behavior has been explained over the centuries. The course stresses the causes of human behavior and the cognitive factors which contribute to it. Among the anticipated objectives is the understanding of the genetic and environmental factors which shape one's personality. Students will also be able to identify the symptoms and treatment of various psychological disorders.

Outcome objectives include:

- Employ analytical thinking and reasoning in a spirit of honest inquiry.
- Describe the historical development of explanations of behavior, starting with roots in philosophy and concluding with the latest advances in biochemistry.
- Provide a description and a comparison of the different schools of psychological thought.
- Describe, in terms of human behavior, the concepts of motivation, frustration, conflict and aggression.
- Describe the nature of stress on health and ways of coping with stress.
- Define and describe the concept of personality.
- Identify the role of testing in categorizing personality and intelligence.
- Identify the major categories of mental illness.
- Describe various treatment models employed by mental health technicians.
- Identify and describe the requirements for entry into various professions within the mental health cluster.

## **HISTORY OF THE UNITED STATES THROUGH FILM AND MEDIA**

United States History through Film and Media is a course designed to provide a more in depth view of United States history. It spans the period from the formation of the American colonies to the end of the twentieth century in the United States. It is designed to employ a conceptual approach within a chronological framework and introduce the students to the cultural diversity that is unique to the United States. It is the goal of the Social Studies Department to provide the students in this course with an understanding of the ideals and philosophies upon which the government of United States was established; to have the students see the evolution of the United States into a powerful and resourceful nation; and to watch the two interact as the government sought to become the "more perfect union" envisioned by its founding fathers.

It is also the goal of this department to provide the students with an educational experience that will give them an understanding of their heritage as Americans and all the diversity and complexity that

entails. The course is also designed to give the students an attitude towards learning which will help them to view the present state of the world and U.S. society in terms of the long and short-range consequences of history. By doing all this the department hopes to affect an attitude in all students of tolerance and understanding of all Americans, including immigrant, racial, gender and ethnic minorities; of pride in what has become known as the American System; a dedication to the beliefs "we hold self-evident"; and to the constant effort necessary to preserve them.

Education Objectives:

- To trace the growth of literature, the arts, philosophy, and religion to see how they influenced each era.
- To understand the major aspects of U.S. geography, topography, demography, the continuing change from a rural to an urban society, and the environment.
- To develop a sense of understanding and toleration for other groups by understanding how U.S. democracy developed and how best its people may be able to preserve it.
- To demonstrate through class discussion and formal written dissertation, the skills and knowledge necessary to evaluate historical materials and to weigh the evidence and interpretations presented by historical research.
- To offer evidence, through successful completion of various teacher assignments, the ability to analyze (using factual knowledge) themes in United States history and interrelate categories or trace developments in a particular category through several chronological periods.
- To display through presentations and written papers, the ability to use and analyze primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence.
- To develop the ability to take accurate and pertinent notes from printed materials, lectures, and discussions.
- To develop the ability to express themselves orally and in writing with clarity and precision.
- To develop the ability to correctly cite sources and credit phrases and ideas.
- To display the ability to use technology and multimedia resources to research and present information.

This course is designed for students who are interested in expanding their knowledge of United States history, and interested in the role film plays in disseminating accurate accounts of history.

**This class would be offered to any senior who has successfully completed United States History I, II with grades of "C" or better. Juniors who have mastered the United States I course and are enrolled in United States II Honors.**

## **HOLOCAUST AND GENOCIDE**

The purpose of the Holocaust and Genocide course is to provide students with an understanding of the nature of genocide and the devastation it has wrought throughout recorded history. The course stresses individual choice and accountability in the face of prejudice and discrimination. Students will engage in a comprehensive analysis of the background of the Holocaust and the key components of this travesty.

Students will also assess the international community's success in preventing other cases of genocide. The contributing factors in other such cases and the responses of non-victims and the global community will also be explored.

Intended Outcome Objectives:

- Employ analytical thinking and reasoning in a spirit of honest inquiry.

- Describe the historical context of 19th century anti-Semitism.
- Trace the roots of the eugenics movement.
- Describe the effects of Germany's defeat in World War I on German Jews.
- Analyze the weaknesses of the Weimar Republic.
- To trace Hitler's rise to power.
- Describe the changes that occurred in German social policies from 1933 to 1939.
- To trace the development of the "Final Solution".
- To describe the efforts by Jews and others to resist Nazi aggression.
- To describe the circumstances of the cases of genocide against the Native Americans, Armenians, Muslims in Bosnia, the Tutsis of Rwanda, and the African tribal peoples of Darfur.
- To recognize the actions and/or inactions of perpetrators, victims, rescuers, and bystanders.

## **SOCIOLOGY**

The purpose of the Sociology course is to provide students with a basic understanding of the workings of our complex social environment. The structure of society, the interactions between the different groups within society and the ways in which our society is affected by others are all addressed in the course.

### Outcome Objectives:

- Employ analytical thinking and reasoning in a spirit of honest inquiry.
- Describe the historical development of sociology, tracing its roots back to the beliefs of philosophers regarding society.
- Provide a description and comparison of the various schools of thought in sociology.
- Address the benefits of using the sociological perspective when studying different cultures.
- Identify and describe the components of material and nonmaterial culture.
- Explain the dangers of ethnocentrism and the historical travesties which it has produced.
- Describe the means by which norms are enforced in society.
- Describe the dynamics of living in a global community.
- Explain the significance of the family in any society.
- Address the impact of the mass media on society.