RATIONAL

The Social Studies courses offered by Susan E. Wagner High School are aligned with both state core curriculums, standards and skills as well as the national standards. The discipline of Social Studies affords students a pathway to learn about the world through experiencing the past and applying its lessons to the present, while contemplating the future. The curriculum created by the Social Studies Department endeavors to lead young people to self-awareness and the actualization of their potential through the development of habits of the mind, most notably inquiry, discovery, and decision making. Courses are offered on the Scholars, Honors, and General education level as well as in ITSC and self-contained ISS settings.

OVERVIEW OF THE GLOBAL HISTORY AND GEOGRAPHY COURSES:

The four semester Global History and Geography curriculum contains at its core the concept that all human history and progress is based upon interaction and interconnectedness. World history is viewed as a continuum across time and space. The course is designed to be a survey which offers the students a snapshot of world events, the people involved, and the global impact.

GLOBAL HISTORY AND GEOGRAPHY I

This course will focus on the political, social, economic, and technological achievements of human societies from the dawn of mankind to the Middle Ages.

Students will be taught how to read, analyze, interpret, synthesize, and apply information from primary source documents to write and format Regents style Document Based Question essays. Emphasis will also be placed on the effective composition of Thematic essays. The syllabus of study begins with an overview of the different fields of Social Studies. Following a chronological and thematic approach, this course will examine the Paleolithic and Neolithic cultures; the ancient river valley civilizations of Africa, the Middle East, India, and China; the growth and spread of Greek civilization; the creation of the Roman empire and the Han dynasty; the Byzantine world; the spread of Islam; and the growth of Europe from feudalism through the Medieval era. The tenets of major world religions and philosophies: Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, Daoism, and Legalism will be examined within the historical context to compare and contrast commonalities and differences.

Units of Study

Unit 1: The First Civilizations (ca. 10,000 B.C.E. – ca. 900 C.E.)

Unit 2: Expanding Interregional Networks: Exchange and Encounter (ca. 500 – ca. 1500 C.E.)

Unit 3: The Ottoman and the Ming Dynasties (pre-1600 C.E.)

GLOBAL HISTORY AND GEOGRAPHY II

This course will continue to emphasize the acquisition of skills regarding the interpretation of documents and the effective writing of Document Based Question essays and Thematic essays. Following a chronological approach, this course will explore the impact of the Renaissance, the Commercial Revolution, the Protestant Reformation, European Nationalism, Pre-Columbian Mesoamerican Civilizations, the ancient civilizations of Africa, the Ottoman empire, Mogul India, the Age of Exploration, the Columbian Exchange, and the rise of Absolutism in Europe.

Unit 4: Transformation of Western Europe and Russia (1314 – ca. 1750 C.E.)
Unit 5: Africa and the Americas (pre-1600 C.E.)

Unit 6: Interactions and Disruptions During the First Global Age (ca. 1400 – ca. 1750 C.E.)

GLOBAL HISTORY AND GEOGRAPHY III
This course will continue to emphasize the acquisition of skills in regard to the interpretation and analysis of documents, and the writing of standards based Document Based Question essays and Thematic essays. Following a chronological approach, this course will explore the origins of the Early Modern Period, particularly the acquisition and the application of knowledge gained from increased global contacts. The Scientific Revolution, the Enlightenment, political revolutions, global nationalism, the Industrial Revolution, Imperialism, and the Russian Revolution in the context of World War I are major themes.

Unit 1: The World in 1750 C.E.

Unit 2: An Age of Revolution and Empire (1750 – 1914 C.E.)

Unit 3: Unresolved Global Conflict (1914 – 1991 C.E.)

GLOBAL HISTORY AND GEOGRAPHY IV
This course will continue to emphasize the acquisition of specific Social Studies skills and the refining of essay writing. Following a chronological approach, this course will explore major themes of the Twentieth Century, such as the effects of World War I and the Russian Revolution; World War II; the Holocaust; the worldwide rise and collapse of dictatorships; the spread of Communism, most notably in China, North Korea, and Vietnam; the struggle for independence and the rise of nationalism in Africa, and Asia; dictatorships and democratic movements in Latin America; the Cold War; and current social, economic, political and environmental issues. This course culminates with an extensive review for the three hour NYSED Global History and Geography Regents examination.

Unit 4: Decolonization and Nationalism

Unit 5: Tensions Between Traditional Cultures and Modernization

Unit 6: Globalization and the Changing Environment

OVERVIEW OF THE UNITED STATES HISTORY AND GOVERNMENT COURSES
This two semester course examines the inception of the United States as a nation from the pre-colonial era to the creation of the national state under the Constitution and the development of the nation up to modern times. There is an emphasis on enduring issues and how the Constitution and the role of the federal government have been adjusted to meet the changing needs of the people during different historical eras.

UNITED STATES HISTORY AND GOVERNMENT I
This course will continue to emphasize the honing of skills regarding the reading, analysis, and interpretation of primary source documents and the writing of effective Regents style Document Based Question essays and Thematic essays. Following a chronological and thematic approach, the curriculum explores such topics as Colonial America, the Declaration of Independence, the Constitution, the Bill of Rights, various Supreme court cases, early Presidential administrations, Jacksonian Democracy, the Civil War, Reconstruction, the age of Big Business, the Rise of Populism, the growth of urban America, the Progressive Era, and the rise of American imperialism through the creation of an overseas empire including the debate over expansionism in the 1890s, including the Spanish American War.

Unit 1: Forming a Union: Colonial and Constitutional Foundations (1607 – ca. 1800)

Unit 2: Expansion, Nationalism, and Sectionalism (1800 – 1865)
Unit 3: Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)

UNITED STATES HISTORY AND GOVERNMENT II
This course continues the preparation of students for the culminating NYSED Regents examination. Following a chronological and thematic approach, this course will examine the growth of the United States as a world power. Topics such as the addition of the Progressive era amendments to the Constitution, World War I, the Roaring Twenties, the Harlem Renaissance, the Great Depression, the New Deal, major movements of the post-World War II era, the Cold War, McCarthyism, the Korean and Vietnam conflicts, the Civil Rights Movement, overviews of the decades from the 1950s through the 1990s and beyond, and modern issues are included within the study. The role of the United States in the current world system will also be examined. The course ends in a Regents examination.

Unit 4: Prosperity and Depression: At Home and Abroad (ca. 1890 – 1941)

Unit 5: World War II and the Cold War (1935 – 1990)

Unit 6: Social and Economic Change: Domestic Issues (1945 – present)

Unit 7: The United States and Globalization (1990 – present)

OVERVIEW OF ADDITIONAL REQUIRED COURSES
ECONOMICS
The main emphasis of this course is to provide students with an understanding of micro and macro economics and a practical approach to personal finance. Students will learn the fundamentals of investment, the use of credit cards, checking accounts, and insurance options. Also incorporated within the curriculum is an analytical study of economic concepts such as scarcity, supply and demand, opportunity costs, production, resources, money and banking, and the global economic system. The course requires students to take the WISE Financial Literacy examination in either December or May. Selected classes will also participate in the one day Junior Achievement High School Heroes event scheduled for the spring term.

Unit 1: Personal Finance: Individual Responsibility and the Economy

Unit 2: Individuals and Businesses in the Market

Unit 3: American Capitalism and the Global Economy

PARTICIPATION IN GOVERNMENT
This course offers an intensive examination of the federal, state, and local political systems within a series of in-depth analyses of contemporary political issues and controversies. A practical approach to the formation of democratic principles and public policy and responsibility is encouraged. Students will propose a public policy topic to be researched based on their inquiry into and problems germane to their area of community service. This community service will be a minimum of 20 hours. The project will be produced as a written report of actual community outreach. A packet of materials, including an introduction to the director at the service venue and a log sheet will be distributed via the school web site. An oral presentation will be made by individual students to the entire class. Projects will be graded by a set rubric.

Unit 1: Foundations of American Democracy

Unit 2: Rights and Responsibilities

Unit 3: Civic Participation and Public Policy

ADVANCED PLACEMENT COURSES
These courses offer motivated high school students the opportunity to experience the demands of college level course work. College credit can be earned depending on the outcome of the pertinent Advanced Placement examination.

**ADVANCED PLACEMENT WORLD HISTORY**
This two semester course offers sophomore students the challenge to do history by guiding them through the steps a historian would take in analyzing historical events and evidence over a millennium. The students will develop a global conceptual base to understanding world history. Students will develop habits of mind by constructing and evaluating arguments, using documents and primary sources and assessing issues of change and continuity over time. They will develop the ability to compare societies, the movement of peoples, trade, and the rise of political, social and economic institutions across periods of history. At its core, the course emphasizes the interaction of six overarching themes. The concepts of periodization and synchronization give focus to themes such as the impact of the interaction of major societies, the relationship of change and continuity across world history, the systems of social and gender structure, cultural and intellectual developments, and changes in the function and the structures of state. Climatic change, the migration of peoples, the spread of religion, the role of imperialism, the expansion of the world market, and modernism are also addressed. 70% of the course material is non-western history. Students will answer a Document Based Question essay, a Change Over Time essay, and 70 multiple choice questions on the examination administered in May. Tenth grade students may take this course in lieu of Global History III and IV, but are also mandated to take the NYSED Regents examination in Global History and Geography in June.

**ADVANCED PLACEMENT UNITED STATES HISTORY**
This course is divided into two parts. Part I covers, in depth, the colonial period to the 1890s, and Part II covers the twentieth century to the present. Throughout the course, institutional growth and change are examined, and major events occurring in American society and culture are explored. Social mobility, the new political history with its emphasis on quantification, the modernization of American life, and the persistent tenacity of old values and customs are studied. Urbanization, immigration, and economic development are likewise focused upon as recurrent themes in the American experience. Historiography provides the analytical tool by which class discussion is conducted. The constant task of the historian to seek truth, and the dilemma faced by all who investigate the past, provide the backdrop for class debates. The use of documents and other primary sources is designed to supplement the textbook readings and to develop student facility with the tools of historical research analysis. All students must take the AP examination in May as well as the NYSED Regents in United States History and Government in June.

**ADVANCED PLACEMENT AMERICAN GOVERNMENT**
This two semester course offers students the opportunity to study in depth the government and economic system of the United States. Supreme Court cases and major historical issues are discussed. In addition, students will complete a service learning project and 20 hours of community service. The course incorporates a component to satisfy the mandates of the Economics curriculum. Students will take the W!SE Financial Literacy examination in December and the AP Political Science course in May.

**ADVANCED PLACEMENT HUMAN GEOGRAPHY**
This two semester course is offered as an elective. Geographers ask two questions: Where are people and activities located across the earth’s surface? Why are they located in particular places? Human Geography is the study of geography as a social science, rather than a natural science. It explores the relevance of geographic concepts to human problems. The course examines the idea that people are pulled in opposite directions by two major factors – globalization and local diversity. Tensions between these simultaneous geographic trends underlie many of the world’s problems that geographers study, such as political conflict, economic uncertainty, and the pollution of the environment. The course covers diverse topics such as mapping and migration, the origins of culture, language, religion and ethnicity, the origin and outcomes of epidemics, the development of urban centers and more. Students will learn the basics of Geographic Information System (GIS) software such as ArcGIS and to maneuver through Google Earth and Google Maps.

**ADVANCED PLACEMENT ECONOMICS**
This two semester course provides an introduction to and overview of economics, specifically macroeconomics, with a focus on preparation for the Macroeconomics Advanced Placement exam. This course introduces some basic general economic concepts, but the bulk of the class will focus on macroeconomics, the division of economics that analyzes economies and decision-making on a large scale. Macroeconomics addresses aggregates and whole economies rather than the particular decisions and interactions of individual persons, industries, firms, markets, etc., which are the focus of microeconomics.
OVERVIEW OF ELECTIVE COURSES
The department offers electives to offer students the opportunity for enrichment in the pursuit of non-required courses.

PSYCHOLOGY
The study of Psychology will provide the students with opportunities for greater understanding of both themselves and the community of which they are a part. In this way, beneficial changes are made more possible for individuals and the community. A healthier and happier lifestyle is within the reach of all people who comprehend the true meaning of Socrates’ statement, “Know thyself.” This course will cover the following topics: theories of human development, the relationship between the brain and how we learn, the relationship between the mind and the body, physical and emotional development, the stages of life including early childhood, adolescence, and adult, and how to deal with stress, love, marriage, and other life issues.

SOCIAL CINEMA
Students will study sociology themes through videos and movies. The course addresses issues such as coming of age, family relationships, the role of the individual in a society, and overcoming obstacles. Projects and assigned writings relating to the themes portrayed in the movies will be graded.

COUNCIL FOR UNITY
Council for Unity’s mission is to promote unity and safety at Susan E. Wagner High School. The Council rejects intolerance by reaching out to students of diverse ethnicities, religions, and races. Through school wide projects, CFU members fulfill the mission of the program. Guest speakers and student guests from other schools foster an ongoing dialogue concerning the serious issues facing teens in the greater New York City community and nationally. Students who are committed to the program may be enrolled for two years.

INSTITUTE FOR LAW AND POLITICS
Students apply to this screened program as part of the high school application process. As incoming ninth graders, students who are accepted, are placed in a special Institute official class and begin taking a series of law electives. The Institute focuses on the varied career opportunities in the field of law and real life applications of classroom learning. Student participation in the Moot Court and Mock trial statewide competitions is encouraged. These competitions enable students to be involved in problem solving in real life legal situations. Internships with Staten Island and off island law firms expose students to the everyday workings of law. Guest speakers and elected officials offer seminars on specific subjects. The program also receives vital support from the Staten Island District Attorney’s Office. A Law Day celebration is held every May. A dinner for graduating seniors is held for parents and students every June.

INTRODUCTION TO LAW 1 and 2 - Ninth grade
Throughout the first year, Institute students examine a wide range of topics within law and politics. Introduction to Law is broken up into two terms with a major emphasis on the Foundations of Law and Lawmaking and Civil Law. These two terms allow students an opportunity to examine the various fields within law as well as best prepare them for their continuation within the Institute of Law and Politics. Within the first term students of law will examine citizen advocacy, U.S. court system, the jury process, role of lawyers and perform mock trials. Throughout the second term students will continue their studies in the area of Civil Law such as torts, negligence, strict liability and family law.

CRIMINAL JUSTICE 1 AND 2 - Tenth grade
Students analyze the elements that contribute to criminal behavior and the prevention of criminal acts. Students analyze various schools of thought regarding the factors that lead humans to commit crimes. The course incorporates a variety of primary and secondary sources to analyze a variety of examples of crimes and the methods used to investigate and prevent them. Learning activities include student led Mock Trials, Term Research Projects, and analysis of numerous case studies.

CONSTITUTIONAL LAW - Eleventh grade
This course examines the U.S. Constitution and government. Students will analyze various documents relating to the U.S. government, especially focusing on applying the Bill of Rights to everyday life. Supreme Court cases and other relevant cases will be evaluated and the decisions debated by the students. Students will take part in debates, Supreme Court simulations, mock trials, and Congressional hearings in applying the knowledge they have acquired.

MOOT COURT/MOCK TRIAL - Eleventh grade
This course is focused on sharpening the analytical and oratory skills of the students. Throughout the term students will take part in moot court and mock trial exercises where they will analyze the facts of a case, decide on and write arguments for the defense and the prosecution or plaintiff. These arguments are based
on a close study of Constitutional amendments, especially those pertaining to the Bill of Rights, or the legal system in the country in which the case originated. Students are expected to become acquainted with the application of Constitutional, federal, state, local, and historic global laws.

**LEGAL RESEARCH and WRITING - Twelfth grade**

Law and Politics Students attend this class as part of their senior year program. Students read and analyze Appellate Court case law. They apply previous Appellate Court decisions and reasoning to hypothetical fact patterns, and real life cases to predict future legal outcomes. Students learn to look at and analyze problems with a critical legal eye, identifying legal issues and possible legal solutions. Through the use of the computer lab and internet access, students will learn how to research case law and legal issues, using reliable sources and databases such as Google scholar. Students will be expected to research, analyze and compare case law. They will draw legal inferences to questions of law and present their legal arguments in an organized, understandable fashion, using accepted characteristics of legal writing.

**COLLEGE NOW: KINGSBOROUGH COMMUNITY COLLEGE**

**BEHAVIORAL SCIENCES**

The course will be taught by Susan E. Wagner staff acting as adjuncts for Kingsborough. Students will earn free college credit at the successful completion of the one semester class. Behavioral Science encompasses the social sciences that are concerned with how people behave in groups and how group interaction influences individual behavior. It studies the social forces that influence our lives as individuals and tries to measure some repeated and predictable patterns of behavior in our everyday lives. By developing the “sociological perspective,” students will learn to focus on social relationships and group interactions. Students will be actively engaged in a study of modern society emphasizing the fundamental human groupings of family, community, and state. These groups will be analyzed primarily from the perspectives of conflict, functionalism, and symbolic interaction. Contemporary problems in phenomenology, gender, race, age, religion, politics, and economics will be considered. Students will be assessed using a variety of traditional instruments. The major assessment modality for this course will be the completion of at least one case study presented in writing.