

## ***Overview of Social Studies Grades 6 – 12***

***History is furious debate informed by evidence and reason.***

— James Loewen

In the Social Studies Department, teachers and students do what historians, psychologists, geographers, sociologists, lawyers, economists, anthropologists, and archeologists do. We analyze, investigate, speculate, argue, classify, compare, generalize, hypothesize, question, and debate. Most of our courses are historical in nature. For us, studying history means asking questions, answering questions, testing and revising our answers in an ongoing attempt to know who we are and to understand how we got here.

We are developing a curriculum for grades 6 through 12 that accomplishes what Harvard's Howard Gardner describes in *The Unschooled Mind*: "If responsible learning is to take place .... curriculum should be based upon *understanding* and not upon thinly veiled ideology, isolated bits of knowledge, or rote, ritualized, or conventional performances."

Genuine understanding of history comes from seeing events in the context of the times, through the eyes and experiences of various contemporaries. Getting back into the minds of historical figures, asking questions about what happened and why things happened, carefully weighing the evidence, critically examining sources, wrestling with issues — all of these are the stuff of history. Memorizing someone else's interpretation is not a goal. Historian Tom Holt summarizes concisely: "History, then, becomes an ongoing conversation and debate rather than a dry compilation of 'facts' and dates, a closed catechism, or a set of questions already answered."

These are some questions Sharon students might ask or answer in a thought-provoking social studies classroom:

- Did American colonists have the right to kill pursuing their freedom? Did slaves?
- Why did righteous, honorable people (like Washington and Jefferson) own slaves?
- Was FDR the greatest president? Was Reagan?
- Should the United States be the policeman of the world?
- Should we limit technological growth?
- To what extent is history driven by ideas, great individuals, economic factors, geography, or popular movements?
- What does art tell about the civilization that creates it?
- How do news media, entertainment media, and the internet shape public opinion?
- What are the relationships between religions and governments?
- Why do civilizations flourish in certain environments?

Increasingly, our middle school and high school program places questions at the center of students' work. We want our history to be *alive*. We hope, as does Tom Holt, that students will be "active rather than passive readers of historical narratives, thinking about what is not in the historians' texts [or politicians' speeches, or producers' TV programs, or reporters' newscasts ...] and how what is there got there. In the end, perhaps they will be not only better students of history, but better, more critical thinkers and citizens."

***Thomas Jefferson surely had it right when he urged the teaching of political history so that Americans might learn "how to judge for themselves what will secure or endanger their freedom."***

***Citizens who are their own historians, willing to identify lies and distortions and able to use sources to determine what really went on in the past, become a formidable force for democracy.***

— James Loewen

## Social Studies 11th Grade & 12th Grade Electives Overview

Courses checked and underlined are included in this draft.

- ✓ Advanced Placement European History
- ✓ Advanced Placement Government and Politics (United States)
- ✓ Advanced Placement Psychology
- ✓ American Legal System
- ✓ American Political System
- ✓ Economics
- Genocide
- ✓ Hidden Histories
- ✓ History of Nonviolence
- ✓ Humanities
- ✓ Media Awareness
- ✓ Modern Africa and Latin America
- Modern Russia
- Chinese History, Language, and Culture
- Psychology
- Since JFK
- The American Presidency Since 1947
- The United Nations and the World Today
- The United States and The Middle East

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### Social Studies Course: A.P. European History

#### Enduring Understandings About Social, Economic, Intellectual, and Cultural Developments in Post-war Europe

1. What do students need to understand?

- ✓ Life for average Europeans has drastically changed since the end of World War II.
- ✓ Globalization and Americanization have made family life, fashion, popular culture, and sports in Europe more similar to life in the United States.

- ✓ The role of religion has progressively lost influence over government policy; however it still has power over social issues and many individuals as religious beliefs have become more diverse.
- ✓ The development of the welfare state was a conscious reaction to the rise of the left-wing after WWII. It still has drastic impact on the social and economic policies of most European countries.
- ✓ As in all time periods, the political, social, and economic conditions give rise to intellectual movements. Specifically, the horrors of war led to Existentialism and Deconstructionism.
- ✓ The increased importance of women in WWII combined with a heightened awareness of human rights led to feminism in Europe. Feminism first sought to reform inequities in the legal, family, and work worlds. Later feminists attempted to solve political problems men had failed to tackle successfully.
- ✓ Improvements in medicine brought better health and longer lives to the majority of Europeans as the 20<sup>th</sup> century progressed.
- ✓ Improvements in communications and other technologies both hurt and helped political relations between countries.
- ✓ Advances in social sciences and psychology affected social and economic conditions by explaining and altering human behaviors.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What is life like for the “typical” European? What has changed since World War II?
- ✓ What are similarities and differences between Europeans and Americans in regard to family ties, education, entertainment, fashion, and living conditions?
- ✓ What role does religion play in politics? On social issues? In an individual’s daily life?
- ✓ What social/economic conditions prompted the development of the welfare state?
- ✓ What political policies does the welfare state require?
- ✓ How did the political/diplomatic and social/economic conditions of the 20<sup>th</sup> century world lead to the intellectual movements of Existentialism and Deconstructionism?
- ✓ What is the main idea of Existentialism?
- ✓ What political, economic, and social conditions led to the development of European feminism?
- ✓ What specific issues were included in feminist reform movements?
- ✓ What were the major advances in science, social science, and medicine over the second half of the 20<sup>th</sup> century?
- ✓ How did those changes affect political/diplomatic relations between countries? How did they affect social/economic conditions?
- ✓ How has U.S. influence altered European popular culture?
- ✓ What are the main ideas of post-modern thought?
- ✓ Describe Abstract Expressionism and Pop Art in painting and sculpture.
- ✓ How does 20<sup>th</sup> century architecture reflect social and cultural beliefs and practices?

### **Important Knowledge and Skills**

- ✓ Social developments
  - families
  - young people
  - city life
  - religion (in general, Protestantism, Catholicism)
- ✓ Economic developments
  - welfare state

- ✓ Intellectual developments
  - philosophy (Existentialism, Deconstructionism, Ethics)
  - feminism
  - science, technology, and medicine
  
- ✓ Cultural developments
  - Americanization of popular culture
  - post-modernism
  - literature (Grass, Levi, Pasternak, Solzhenitsyn, Weisel)
  - painting (Gorky, Pollack de Kooning, Warhol, Lichtenstein, Kiefer, Lin, Christo)
  - sculpture (Oldenburg, Giacometti)
  - architecture (Mies van der Rohe, Le Corbusier, Saarinen, Calatrava, Gehry)

### **What do students only need to be familiar with?**

- ✓ drama/theater (Beckett, Brecht, Genet)
- ✓ movies (Bergman, Fellini, Truffaut)
- ✓ photography
- ✓ music
- ✓ sports

### **What are likely student misunderstandings?**

- ✓ Because Europeans' material goods and popular culture closely resemble Americans', Europeans and Americans think similarly about the roles of government and the individual.
- ✓ The welfare state was a mistake that hurts individuals and the governments of Europe.
- ✓ Changes in science, medicine, communications, and technology have not had a major impact on individuals' lives.

### **What will students do to demonstrate their understanding?**

1. Use a series of primary documents to justify their opinion about some important factor in the social, intellectual, cultural, and/or economic developments in post-WWII Europe (e.g., the changing roles of women, the influence of social changes on family life).
2. Recognize the painting and architecture of the time period and explain how the works reflect the social and economic conditions of the second half of the 20<sup>th</sup> century.
3. In informal debates and class discussions, students will compare their life with the lives of European adolescents and how daily life is influenced by the economic conditions and technology of the time.

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### **Enduring Understandings About Modern Europe (1970 to the present)**

1. What do students need to understand?
  - ✓ The political scene and diplomatic negotiations have drastically changed since the end of World War II.

- ✓ Globalization and interdependence have driven European nations to increase cooperation, culminating in the formation of the European Union (EU).
- ✓ The economic conditions in various countries strongly influenced the level of support for governments. In Western Europe, this led to changes in government policy.
- ✓ The development of the welfare state was a conscious reaction to the rise of the left-wing after WWII. It still has drastic impact on the social and economic policies of most European countries.
- ✓ The conflict between types of governments and economies between western and eastern European countries was the basis for political conflict (the Cold War) for almost 50 years.
- ✓ The United States was not primarily responsible for the end of communism. Instead, citizens' reform pressures and individual governments' reactions led to the adoption of democracies and free markets.
- ✓ The unrest in the Middle East led to tensions both within and between countries of Europe.
- ✓ European countries need to work together and with other countries around the world to tackle modern challenges such as terrorism, nuclear power, the environment, and the population explosion.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How does Western Europe as a whole govern itself?
- ✓ What similar political problems do many governments face?
- ✓ Across Western Europe, what is the pattern of economic growth since 1970?
- ✓ What economic and social problems have confronted countries since 1970? What solutions have been attempted?
- ✓ What are the important political parties, their leaders, and their main political and economic policies in the major countries of Western Europe?
- ✓ What are similarities and differences regarding the reaction of communist governments to reform movements before and during/after 1989?
- ✓ What were the major political/diplomatic and social/economic events in the USSR under Brezhnev?
- ✓ What is the difference between *glasnost* and *perestroika*? How did these ideas change the political/diplomatic and social/economic climate of the USSR under Gorbachev and Yeltsin?
- ✓ What were the attempts at reform and the resulting repression in the major countries of Eastern Europe? How did each country end communism?
- ✓ What were the main political and social differences between groups in Yugoslavia that led to its demise?
- ✓ What are the pros and cons of nuclear technology on a political/diplomatic level? On a social/economic level?
- ✓ What are the similarities and differences between terrorism and nationalistic terrorism? How do they combine into "hybrid" terrorism such as that of the Islamic fundamentalist terrorist movement?
- ✓ How do social problems such as the population explosion and environmental degradation lead to political/diplomatic crises?

### **Important Knowledge and Skills**

- ✓ Western Europe in general
  - Political/diplomatic conditions
  - Social/economic conditions
- ✓ Britain
  - Labour party
  - Margaret Thatcher

- John Major
- Tony Blair
  
- ✓ West German
- ✓ France
- ✓ Italy
- ✓ Greece
- ✓ Spain
- ✓ USSR and Eastern Europe in general
  - Political/diplomatic conditions
  - Social/economic conditions
  
- ✓ USSR/Russia
  - Brezhnev
  - Invasion of Afghanistan
  - Leaders who died quickly
  - Mikhail Gorbachev
  - economic reforms
  - political reforms
  - Boris Yeltsin
  - Vladimir Putin
  
- ✓ Poland
- ✓ Hungary
- ✓ Czechoslovakia
- ✓ East Germany
- ✓ Romania
- ✓ Yugoslavia
  
- ✓ European Union
  
- ✓ Middle East
  - Israel vs. Arab countries
  - Persian Gulf War
  
- ✓ Modern Challenges for the World
- ✓ nuclear technology (nuclear weapons, nuclear power)
- ✓ terrorism
  - ideological terrorism
  - nationalistic terrorism
  - IRA in Ireland
  - Basques in Spain
  - “hybrid” terrorism / Islamic fundamentalists
  
- ✓ population explosion
- ✓ environment

## **What are likely student misunderstandings?**

- ✓ European governments' preference for negotiation rather than force is a sign of weakness instead of a reflection of its past.
- ✓ The welfare state's costs do not justify the resulting reduction of European social unrest in comparison to the United States.
- ✓ The Cold War ended because of U.S. policy instead of the desire of individuals and government leaders to reform their own societies.
- ✓ Other than the Euro, the European Union has no daily impact on Europeans' lives.
- ✓ Social problems outside of Europe have very little impact on the political/diplomatic conditions of European countries.

## **What will students do to demonstrate their understanding?**

1. Use a series of primary documents to justify their opinion about some important event in modern Europe (e.g., analyzing the reasons Soviet domination over Eastern Europe in the late 1980s).
2. Based on extensive outside readings, students discuss and debate the idea that there is a clash of cultures between "The West" and other cultures.
3. In informal debates and class discussions, students link events in Europe's recent past to current events (e.g., changes in life because of terrorism, impact of pollution).
4. Express informed opinions about today's life in Europe and support those opinions with facts about Europe's past and present (e.g., how does the Euro help/hurt Europeans and Americans? What are the costs and benefits to the welfare state?)

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## **Social Studies Course: AP Government and Politics (United States)**

### **Enduring Understandings About Constitutional Underpinnings of U.S. Government; Political Beliefs and Behaviors; Political Parties, Interest Groups and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties**

#### 1. What do students need to understand?

- ✓ The Constitution is a document of both Enlightenment ideals and pragmatic political considerations.
- ✓ The Constitution establishes three equally important concepts of government: separation of powers, checks and balances, and federalism.
- ✓ The framers aspired, not to a direct democracy, but to a representative republic that would be responsive to, but not mirror, the passions of the majority. They feared mob rule.
- ✓ A republican form of government best protects minority rights.
- ✓ Historians disagree on the degree to which the motives for writing the Constitution were primarily economic.
- ✓ American political beliefs and behaviors derive from several sources: the Protestant work ethic; individualism; skepticism of official religions; lack of (European) class-consciousness.
- ✓ Individual political beliefs are shaped by several variables: gender, race/ethnicity, class, religion, region, age, and education.

- ✓ There are several ways citizens participate in politics: through political activism; by being inactive; by voting and doing nothing else; by voting and working on campaigns; by participating in local activities, but shunning national issues; and by being parochial—avoiding voting and community groups but frequently contacting elected officials; and by running for office.
- ✓ Parties have evolved from being important parts of Americans' lives in the 19<sup>th</sup> century to being consulting firms for individual candidates, while having little to no relevance to most citizens' lives.
- ✓ The contemporary Republican Party has a corporate, bureaucratic structure.
- ✓ The contemporary Democratic Party is factionalized with many competing interest groups competing for influence.
- ✓ As the federal government has expanded, the influence of interest groups has also grown.
- ✓ Interest groups have replaced political parties as the institution through which most citizens are connected to government.
- ✓ By raising money and forming political actions groups, interest groups shape public policy decisions.
- ✓ Mass media have played an increasingly adversarial role in the political process since the Watergate Scandal.
- ✓ The proliferation of electronic media outlets--cable TV, the internet, blogs, radio--allows Americans to choose news that fits their ideology.
- ✓ The three branches of government have asserted primacy indifferent eras.
- ✓ As the federal government has grown, the bureaucracy has become almost a fourth branch, despite no formal mention of it in the Constitution.
- ✓ Public policy is formed through a complex, dynamic interplay of the branches of the federal government, the bureaucracy, state governments, parties, interest groups, public opinion, media, and elections.
- ✓ Since the civil rights legislation of the 1960's was passed, conservatives have challenged the legitimacy of the federal government's role in promoting civil rights.
- ✓ Non-voters represent a cross- section of the American political spectrum.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What shapes American political culture?
- ✓ What shapes an individual's politics?
- ✓ Is The Constitution framed more by principles or politics?
- ✓ Were the framers correct to distrust the masses?
- ✓ Are minority rights best protected by a large state or a smaller state?
- ✓ How are minority rights protected in the U.S. republic?
- ✓ Were economic considerations the primary motivation for the framers of The Constitution?
- ✓ How and why has the role of political parties changed over time?
- ✓ How are the Republican Party and Democrat Party ideologically and structurally different?
- ✓ Why has the importance of special interest groups grown?
- ✓ What roles do interest groups play in the political process?
- ✓ Why are politicians spending more money than in the past? How are they getting that money? How much influence do the financial political contributors have on policy?
- ✓ How has the role of news and entertainment media changed policy and the political process? Are the news media, in effect, a fourth branch of the government?
- ✓ When and why have different branches of the government asserted primacy?
- ✓ Why has the federal bureaucracy grown? How has a growing bureaucracy influenced citizens' lives?
- ✓ How have differing judicial philosophies affected citizens' lives?



## Important Knowledge & Skills

- ✓ The Federalist Papers
- ✓ Madison
- ✓ Hamilton
- ✓ Political action groups
- ✓ The role of the president
- ✓ The role of Congress
- ✓ The role of the Supreme Court
- ✓ The role of bureaucracy
- ✓ The role of the media
- ✓ Charles Beard
- ✓ Dual sovereignty / federalism
- ✓ Analyze accuracy of polls.
- ✓ Explain and evaluate conservative and liberal perspectives on issues.
- ✓ Interpret political data in graphs and charts.

## What are likely student misunderstandings?

- ✓ Conservatives always favor limiting federal government power.
- ✓ Liberals always favor expanding federal government power.
- ✓ Most people have strong opinions on most political issues.
- ✓ The Civil War settled the issue of states' rights vs. federal government.
- ✓ The Founding Fathers trusted the will of the people.
- ✓ Poor people vote for Democrats.
- ✓ Non-voters are poor people who would support Democrats.
- ✓ In recent years, fewer women have voted Republican.
- ✓ Every election is decided on issues and policy differences.

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## Modern Africa and Latin America Course Overview

This course is designed to give students an overview not only of the challenges facing Latin America and Africa, but the strengths and success stories found throughout these regions. In order to understand the recent events, we must understand the past, and will therefore spend a brief time examining the colonial era and its legacy in Africa and Latin America. The focus however is on more recent history, particularly the history dating from 1945 to the present. As a class, we will track current news stories as they happen, and our knowledge of the history will better allow us to understand and analyze present-day events.

The *Essential Question* that we will consider throughout the entire course is: ***What challenges to development face countries in Latin America and Africa, and what is being done to overcome those obstacles?***

In addition, we will consider the following questions:

- A. *What similarities are there between the independence movements in Africa and Latin America?*
- B. *How are developed nations helping or hindering the problems facing countries in Latin America and Africa?*

- C. *What grassroots movements have been successful in effecting change in Latin America and Africa?*
- D. *What models of government have worked, and what models have led to more difficulty? Is democracy an appropriate form of government for these regions?*
- E. *How will the divide between rich and poor in these countries impact their development and the rest of the world?*
- F. *Are Latin America and Africa more similar than different? Are there lessons to be learned from each other?*

**The topics of study are a guide, and may be altered as the semester progresses depending on the current news. Topics include:**

- Latin American Colonial Society and Independence
- “Democracy” in Independent Latin America: Caudillos and Emperors
- Latin America During the Cold War
- Death Squads and new Dictators in 20<sup>th</sup> Century Latin America
- The Impact of Drugs and Drug Money in Latin America
- Coping with the Economic and Political Divide in Latin America
- Future of Latin America
- Imperialism and Independence in Africa
- Africa During the Cold War
- Civil War and Genocide in Africa
- The impact of AIDS and other Diseases in Africa
- Development in Africa: Education, Employment, and the Environment
- Future of Africa

#### **WHAT STUDENTS SHOULD EXPECT:**

An important part of the course is a willingness to rethink common misconceptions that people in the United States have about both Latin America and Africa. To make this possible, students will play an active role in their learning, and must be active participants in the classroom for the course to succeed. Unlike a more traditional history course, there is no textbook. We will make use of a wide variety of resources, including recent books, newspaper and magazine articles, documentaries, statistical data, fiction, and first-person accounts, both written and oral.

The types of lessons will vary a great deal from day to day, but may include some of the following:

- Using internet resources to gain in depth knowledge about a topic, such as “Conflict Diamonds”
- Debating existing policies and solutions to problems in Latin America and Africa
- Experiencing the problems and solutions posed by NAFTA through a role play
- Researching demographic data to determine the best development path for certain countries
- Comparing the educational experiences of African students with your own
- Using literature to better understand the lives of the people
- Participating in a simulation of patronage politics to better understand government corruption
- Analyzing evidence (video and written) to better understand the causes of the Rwandan Genocide
- Questioning guest speakers about their experiences in these countries
- Conducting mock meetings of the Organization of American States and the African Union to create workable solutions to the issues facing countries in each of these regions.

Students will be assessed through a number of methods. In addition to assessments that might be linked with the aforementioned lessons, students will also be assessed through quizzes, presentations, projects, and journal entries. As a modern history course, current events play a crucial role. Each term students will be assigned one country (Latin America term one and Africa term two) that they must follow in the news. Once per cycle, students will be expected to present a summary and analysis of a current issue facing that country. This component of the course will make up 20% of the term grade.

Students who are taking this course for Accelerated credit should expect more complicated versions of class assignments, outside reading of non-fiction or historical fiction appropriate to the course, and papers which analyze the problems and possible solutions for the region.

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## **Social Studies Course: Modern Africa and Latin America**

### **Enduring Understandings About Development in Latin America**

1. What do students need to understand?

- ✓ While often in the shadow of the United States, Latin America has been, and is, a vibrant, active and independent player in the world.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How did the colonial society, economy, and government create future gaps between Spanish-descendents and the Native American population?
- ✓ Why were caudillos and patronage politics seen as appropriate and effective forms of government?
- ✓ How did the OAS and the Declaration of Caracas allow the United States to become more involved in domestic politics in Latin American countries?
- ✓ How are developed nations, either on their own or through the IMF and World Bank, helping or hindering the problems facing countries in Latin America?
- ✓ What factors have allowed dictators and death squads to have such prominent roles in post-WWII Latin America?
- ✓ How has demand for illegal narcotics in the United States led to the destabilization of the economy and society of many Latin American countries?
- ✓ What grassroots movements have been successful in effecting change in Latin America?
- ✓ Why has socialism had long-lasting appeal in many parts of Latin America, and how has this led to friction with the United States?
- ✓ How will the divide between rich and poor in these countries impact their development and the rest of the world?

### **Important Knowledge & Skills**

- ✓ Caudillos
- ✓ Mestizos
- ✓ Mulattoes
- ✓ The rise of the PRI in Mexico
- ✓ Peronists
- ✓ OAS

- ✓ Declaration of Caracas
- ✓ United Fruit
- ✓ Che Guevara
- ✓ Fidel Castro
- ✓ Sandinistas & Contras
- ✓ Liberation Theology
- ✓ Augusto Pinochet
- ✓ “The Disappeared”
- Counterinsurgency operations
- ✓ FARC
- ✓ AUC
- ✓ Cartel
- ✓ Narco-Terrorism
- ✓ Neo-liberalism
- ✓ NAFTA and CAFTA

### **What are likely student misunderstandings?**

- ✓ All Latin American countries are impoverished.
- ✓ Immigration to Latin America does not exist.
- ✓ All Latin Americans are “brown.”
- ✓ Latin Americans eat “Tex-Mex” food.
- ✓ The culture is identical throughout the region.
- ✓ Latin Americans involved in the production of illegal narcotics are users of these products.

### **What should students only be familiar with?**

- ✓ Independence movements in Latin America
- ✓ CIA and the School of the Americas
- ✓ Las Madres de la Plaza de Mayo
- ✓ Shining Path
- ✓ Pablo Escobar / Zapatista Uprising

### **What will students do to demonstrate their understanding?**

1. Each student will follow the current events for one Latin American country for the term. Students will write summaries of the current events and make presentations once per cycle.
2. Using United Nations’ and *CIA World Factbook* statistics, students will examine statistics about development indicators to compare the countries of Latin America with each other and the United States by creating bar graphs which compile this information.
3. Students participate in a “patronage politics” demonstration, followed by a journal entry on the demonstration.
4. Write a journal entry that addresses the legacy of the Cold War on the student’s country.
5. Complete a webquest that examines the role of U.S. covert operations in Latin American countries.
6. Research one 20<sup>th</sup> Century Latin American dictator, answer focus questions about that dictator, and make a presentation about that person. Following all of the presentations, the class will vote on “Dictator of the Century” and discuss who was the worst of all.

7. Following a jigsaw where students read about death squads in different countries, students write about the impact ‘disappearances’ have on a country’s society, and the responsibility current governments have for past human rights abuses.
8. Students create a map showing geographically the production, distribution, and consumption of drugs in Latin American and the United States.
9. Students participate in a meeting of the Organization of American States, representing the countries they have been assigned all term, to discuss the three biggest challenges facing each country and to work towards possible regional or individual solutions.

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## **The American Legal System Overview**

### **Course Expectations**

This course has been designed to be completely interactive. Much of what we do in class is self-directed. This means total cooperation and participation is required of every student in this classroom. There is some room for the class to make decisions on the topics studied and the emphasis given to various topics within the course. Generally, students are graded on the following criteria:

- Attendance and Participation
- Constitution Study
- Case Notes and Current Events
- Tests and Quizzes
- Mock Trial Preparation, Participation, and Products

### **Course Objectives**

- Know why laws exist and how they are changed.
- Review the Constitution and lawmaking power in the three branches of government.
- Know the difference between civil and criminal laws.
- Differentiate between the federal court system and the state court system and determine which cases are tried where.
- Identify and analyze some important Supreme Court cases and grasp their affect on modern law.
- Study and apply the Bill of Rights and Constitutional law to controversial issues of the past and today.
- Model and practice trial procedure and the roles and responsibilities of trial participants.
- Learn to do basic legal research to attack or support an issue.
- Learn to use reason to approach intellectual discussion and decision making when faced with difficult moral, social and ethical issues.

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## **Social Studies Course: American Legal System**

### **Enduring Understandings About The Constitution and the Court System**

1. What do students need to understand?

- ✓ The US Constitution is the foundation of the legal system.
- ✓ The Court system is bound by the checks and balances system.
- ✓ The US Constitution and the ideas contained in the Bill of Rights have roots in other, older documents.
- ✓ Our only guaranteed rights as citizens are written in the Constitution and Bill of Rights.
- ✓ Even the “guaranteed” rights are not secure as they are open to interpretation by the courts.
- ✓ The structure of the court system and what courts have jurisdiction over types of cases.
- ✓ Civil courts are different from criminal courts.
- ✓ Alternative Dispute Resolution plays a major role in the court system.
- ✓ The trial process has many variables.
- ✓ Trial preparation is lengthy and complex.
- ✓ The rules of evidence create a level playing field.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How complex is the Constitution?
- ✓ How does the Constitution establish the framework for our government and court system?
- ✓ What are the documents upon which our Constitution is based?
- ✓ What are the rights given to us in the Constitution?
- ✓ How does the Court System “interpret” our rights?
- ✓ What is the structure of the court system and what courts have jurisdiction over types of cases ?
- ✓ What are differences between civil and criminal cases, courts, and trials?
- ✓ How are the majority of cases settled?
- ✓ What is the trial process?
- ✓ How do lawyers prepare for trial?
- ✓ What are the rules of evidence?

### **Important Knowledge & Skills**

- ✓ Read and learn the sections of the Constitution and the Amendments.
- ✓ Explain the checks and balances system.
- ✓ Read the founding documents and connect sections of them to the U.S. Constitution.
- ✓ Everyday, courts interpret cases that impact our rights as citizens.
- ✓ Diagram the structure of the court system, Federal v. State, and give hypothetical cases jurisdiction in the correct court.
- ✓ Comparing and contrasting the civil and criminal court systems
- ✓ The majority of cases are settled through methods of Alternative Dispute Resolution and Plea Bargaining.
- ✓ Writing openings, closings, direct examinations, cross examinations, redirect examinations, re-cross examinations, and reenacting the steps in the trial process.
- ✓ Writing and developing themes of cases
- ✓ Rules of Evidence

### **What are likely student misunderstandings?**

- ✓ The Constitution is long and confusing.
- ✓ The subtle workings of the checks and balances system.
- ✓ The framers of the Constitution invented the system of government from scratch.
- ✓ What happens in the court system doesn't have much relevance to our lives unless we get arrested.

- ✓ There is just one court system in the U.S.
- ✓ All cases begin in the same type of court.
- ✓ Civil and criminal courts are the same.
- ✓ Civil trials are not jury trials.
- ✓ The majority of cases in the system go to trial.
- ✓ It just takes wit and craftiness to be a good lawyer.
- ✓ Good lawyers don't need to prepare much for court.
- ✓ Students don't need to prepare much for trial.
- ✓ How the rules of evidence work.

### **What will students do to demonstrate their understanding?**

1. Students will each receive a Constitution and Bill of Rights and they will complete a Constitutional scavenger hunt.
2. Students will diagram the checks and balances as outlined in the Constitution from the Constitution.
3. In groups, students will read the founding documents and complete a scavenger hunt.  
Read a basic case on search and seizure and discuss/predict the outcome and connect to idea of "court interpretation" of individual rights.
4. Play the game, "Claim your Jurisdiction" after a lecture on the structure of the court system.
5. Watch documentaries on criminal and civil court systems.
6. Street law exercise on Alternative Dispute Resolution
7. Plea bargaining role play
8. Mock Trial play
9. Mock Trial preparation and performance

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## **Social Studies Course: American Legal System**

### **Enduring Understandings About Search and Seizure**

1. What do students need to understand?
  - ✓ The Fourth Amendment guarantees our right to be free from unreasonable searches and seizures.
  - ✓ The bulk of constitutional criminal cases concern this amendment.
  - ✓ There are many cases that reinterpret this right.
  - ✓ This right is not absolute and is being eroded.
  - ✓ The variety of standards for conducting searches and seizures (homes, automobiles, schools, exceptions to search warrant requirement, etc.)
  - ✓ Landmark search and seizure cases
  - ✓ The police officer's role in collecting evidence
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ What does the Fourth Amendment protect?
  - ✓ When and where are we protected by the Fourth Amendment?
  - ✓ How have recent political and historical developments impacted our ability to be free from unreasonable searches and seizures?
  - ✓ What are the different standards for conducting searches? How were they developed?

- ✓ What are the landmark Fourth Amendment cases, historical and recent? What trends are there?
- ✓ What does a police officer need in order to conduct a search and seizure?

### **Important Knowledge & Skills**

- ✓ Reading case synopses and defining the important facts and issues of the case
- ✓ Standards: Probable Cause, Reasonable Suspicion, Suspicion, Hunch,
- ✓ Exceptions of the Search Warrant requirement: stop and frisk, automobile, school, exigent circumstances
- ✓ U.S. Supreme Court Cases: *Terry v. Ohio*, *Mapp v. Ohio*, *Chimel v. CA*, *Rochin v. CA*, *U.S. v. Leon*, *NJ v. TLO*, *U.S. v. Drayton*, *FL v. Jimeno*, *Vernonia v. Acton*
- ✓ Major stop and frisk cases after *Terry v. Ohio*

### **What are likely student misunderstandings?**

- ✓ The Fourth Amendment is absolute.
- ✓ Police need a very low standard to conduct a search and seizure.
- ✓ Allowing the government to loosen the search and seizure requirements will somehow make a “safer society.”
- ✓ Congress creates the bulk of search and seizure law.

### **What will students do to demonstrate their understanding?**

1. Case Journals on major U.S. Supreme Court cases.
2. Reading and discussions on court cases.
3. Define difference between ‘search’ and ‘seizure.’
4. List exceptions to the warrant requirement.
5. Read an application for a search warrant, the warrant itself, the return of the warrant, and list the items and evidence needed for a police officer to obtain a search warrant. Complete “Search Warrant Contest.”
6. Read and discuss portions of the USA Patriot Act as it relates to the Fourth Amendment.
7. VIDEO: “An Ordinary Crime”
8. VIDEO: Close Up Foundation: *Vernonia v. Acton*
9. Mock Trial: Search and Seizure - *The State of Arida v. Terry E. Jameson*

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## **Social Studies Course: American Legal System**

### **Enduring Understandings About Rights of the Accused**

1. What do students need to understand?
  - ✓ Even if the student doesn’t plan on being arrested in his/her lifetime, the rights of the accused are important for our society to protect.
  - ✓ The recent movement to deny or diminish rights of the accused undermines concepts in the Constitution.
  - ✓ The Bill of Rights include FOUR amendments devoted to this idea, it is, therefore, important



- ✓ Rights of accused are open to a broad range of interpretation by the courts.
- ✓ Differences between the juvenile justice system and the adult justice system.
- ✓ Diminishing discretion in the court system does not make it more fair.
- ✓ The court system has numerous unintended injustices.
- ✓ What are the issues around sentencing?
- ✓ 9/11 and the anti-terrorist movement has impacted the rights of the accused enormously.
- ✓ Immigration law is impacted by concern for rights of the accused.
- ✓ Capital punishment law is not consistent.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why are rights of the accused important to protect?
- ✓ Why is there a recent movement to diminish the rights of the accused?
- ✓ What steps have been taken recently to diminish the rights of the accused?
- ✓ What is the history of rights of the accused?
- ✓ What amendments guarantee these rights?
- ✓ What major cases have defined the rights of the accused? How have they been interpreted?
- ✓ What are the differences between the juvenile justice system and the adult justice system?
- ✓ How does society try to insure “fairness” in the court system? Why is this desired?
- ✓ What are some of the injustices in the court system?
- ✓ How can we diminish injustice in the system?
- ✓ What are the issues around sentencing?
- ✓ How did 9/11 impact rights of the accused?
- ✓ How is immigration law impacted by the changes in the rights of the accused?
- ✓ What are the discrepancies from state to state, from crime to crime, from adult to juvenile systems, in capital punishment law.

### **Important Knowledge & Skills**

- ✓ Language and rights guaranteed by 5th, 6th, 7th, and 8th Amendments.
- ✓ Definitions and pros and cons of: minimum mandatory sentences, three strikes laws, Meghan’s laws, Sentencing Guidelines
- ✓ Define the issue and decision in the following U.S. Supreme Court Cases: *Miranda v. Arizona*, *Gideon v. Wainwright*, *Betts v. Brady*, *Furman v. GA*, *Gregg v. Georgia*, *Eddings v. Oklahoma*, *McCleskey v. Kemp*, *Thompson v. Oklahoma*.
- ✓ Explain the structure of the criminal justice process for adults and juveniles. Explain how the two systems are different. What are some of the problems in each?
- ✓ List problems of injustice in the court system.
- ✓ Explain why Miranda rights are not guaranteed. Explain recent trend in cases.
- ✓ Explain development of the right to counsel.
- ✓ Compare international juvenile law to that of the US with regard to capital punishment.
- ✓ Explain reasons and frequency of exonerations in capital cases.
- ✓ What impact does DNA testing and in the future, brain scanning, have on the trial process?
- ✓ Explain how U.S.A Patriot impacts immigration law.
- ✓ Refine mock trial practice and technique.

### **What are likely student misunderstandings?**

- ✓ Public defenders are bad lawyers.

- ✓ Students know already all the steps in the criminal justice process.
- ✓ Rights of the accused don't matter since most students don't "plan" on ever being arrested.
- ✓ "Criminals" don't deserve rights.
- ✓ "Accused terrorists" don't deserve rights
- ✓ Non-citizens don't deserve rights.
- ✓ Americans have always had court appointed counsel.
- ✓ Anyone gets court-appointed counsel.
- ✓ Your juvenile record never gets seen again after you are 18.
- ✓ You are considered a juvenile in MA until you are 18.
- ✓ The court system always finds the "truth."
- ✓ The court system is fair.
- ✓ There isn't racism anymore in the criminal justice system.
- ✓ Minimum mandatory sentences are fair.
- ✓ Sentencing guidelines are fair.
- ✓ Three-strikes laws are fair.
- ✓ 9/11, U.S. A. Patriot Act, and the new anti-terrorist laws only impact people who have committed or are accused of terrorism.
- ✓ The United States human rights record is superior to all other countries in the world in its treatment of people accused of crimes.
- ✓ Capital punishment is applied fairly and deters crime.

### **What will students do to demonstrate their understanding?**

1. Students watch video on role of public defenders in the criminal justice system. Statistics relating to percentages of people arrested who need public counsel and other services are discussed.
2. \*\*Steps in the criminal justice process puzzles: Adult versus juvenile.
3. \*\*Lecture and discussion about the juvenile justice process.
4. Exercise from Street Law on types of defenses. Defenses skits.
5. Students watch and discuss Insanity Defense video.
6. "Pleading the Fifth": Self-incrimination and the Fifth Amendment, Lecture worksheet, "You be the Judge" Activity, and mini-quiz
7. Case Journal entries on significant cases relating to 5th, 6th, 7th, and 8th Amendments
8. Sixth Amendment activity: Read the article from "Bill of Rights in Action" and develop a timeline that represents the development and expansion of the right to counsel.
9. Miranda reading and students' synopsis of the recent development of Miranda law based on a collection of cases.
10. Activity: "You have the Right to Counsel When: Case Studies on the Sixth Amendment"
11. \*\*Minimum mandatory trend -- Federal Sentencing Guidelines activity. Students role play federal judges in assigning sentences to hypothetical case scenarios.
12. Teenagers and the Death Penalty: *Sanford v. Parker* read case and discuss as a class discussion questions.
13. International law on teenagers and the death penalty. "United Nations Convention on the Rights of the Child Web Site activity"
14. \*\*Sniper John Malvo case and activity. How are juveniles tried differently? How does capital punishment law vary for juveniles from state to state?
15. Death penalty statistics, and Student handout "You Decide" whether to apply ultimate sentence.
16. Exoneration. WBUR radio program "Fatal Flaws: The Case of Earl Washington."
17. Stations: Wrongful Convictions.
18. Mock Trial

## **Social Studies Course: American Legal System**

### **Enduring Understandings About the Second Amendment**

1. What do students need to understand?
  - ✓ Should the right to bear arms be restricted?
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ Why is the second amendment written vaguely?  
What did the forefathers mean by the “right to bear arms”?
  - ✓ Did they mean that all citizens should have the right to have any of the advanced, modern weaponry of today?
  - ✓ What major cases address gun control?
  - ✓ What is the history of gun control?
  - ✓ What role does the gun lobby play in influencing modern Federal and state policy?
  - ✓ What is the difficulty in passing gun control legislation? Why?
  - ✓ Does the Second Amendment lead to a more violent society?
  - ✓ What are the gun control laws in other countries?
  - ✓ Why do so few Second Amendment cases go to the US Supreme Court?

### **Important Knowledge & Skills**

- ✓ There is controversy over the meaning of the Second Amendment.
- ✓ The gun lobby is an extremely powerful and wealthy force that influences public policy in this area.
- ✓ Both Democrats and Republicans shy away from gun control legislation.
- ✓ The Brady bill
- ✓ Gun laws and crime rates in other industrialized nations
- ✓ *Presser v. Illinois, United States v. Miller, Quilici v. Morton Grove, Printz v. United States,*
- ✓ The Bernie Goetz case

### **What are likely student misunderstandings?**

- ✓ Republicans mainly favor the right to bear arms.
- ✓ The United States has less crime than other countries because people have the right to arm themselves.
- ✓ Rights contained in the Bill of Rights are absolute and not open to interpretation, therefore the right to bear arms is, and should be, an absolute right.

### **What will students do to demonstrate their understanding?**

1. Gun control town meeting
2. Case journal entries
3. Round Robin “International Gun Control Laws”
4. Bernie Goetz Activity
5. Mock Trial

## AP Psychology Course Overview

Individual units are underlined.

Psychology is the study of behavior, experiences, and mental processes and the interaction of those factors. What is the relationship between what happens to us, how we interact with others, how we think, and how we act?

The Advanced Placement course in Psychology was designed to cover the same material that is taught in most semester “Introduction to Psychology” courses offered on college campuses. In high school, this is a full year course, allowing students to participate in activities, demonstrations, and video excerpts on a daily basis. In the past, students at Sharon High School who earned A’s and B’s in AP Psychology earned 4’s or 5’s on the AP exam and report that they are well prepared for Psychology courses in college.

Because Psychology is a broad field based on science, the AP Psychology course covers a wide range of topics. This gives students a sampling of the field and will help students choose Psychology courses that particularly interest them in college.

AP Psychology students spend the first term studying the science that provides the necessary foundation for the rest of the course. Students first learn the scientific methods that psychologists use to examine psychological phenomena and draw conclusions from the evidence they collect. This unit on Research Methods includes specific types of research, an introduction to designing experiments, the statistics necessary to analyze data, and an opportunity to critique experimental design.

Students then examine the brain, nervous system, endocrine system, and genetics to discover the basics of the Biological Bases of Behavior. This is currently the “hot” topic in Psychology. Students begin each subsequent unit by building on the knowledge gained here to ponder such questions as “How much of our personality/sleep patterns/mood/intelligence is caused by our body, and how much by our environment?” Next, students explore how our senses receive information and how our brains then interpret that information. Sensation and Perception introduces basic anatomy for each sense, types of information processing, and visual illusions that are caused by misperceptions.

Students move into the Psychology subfields that deal with the thoughts and actions of typical individuals. In Learning, students examine conditioning and some important early psychologists, such as Pavlov. Cognition covers memory, language acquisition, reasoning and problem solving, and decision-making. The unit on Development focuses on childhood and adolescence, topics of exceeding importance to most students. They look at the evolving process of intellectual and emotional development and apply that knowledge to their own lives.

Once students understand how people think and grow, they are ready to delve into topics such as Motivation and Emotion. Here students learn about competing theories to explain both basic physical behaviors and complex emotional ones. This leads them to contemplate some of their own actions with new insight. They are also ready to debate the question, “What makes a person smart and how do we measure intelligence?” Answers to these questions are assessed in Intelligence and Testing.

The unit on Personality bridges “normal” and “abnormal” behavior. Students enjoy studying the beliefs of Freud, as well as other famous psychologists. They then are introduced to some of the personality disorders cited in the *Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition, Revised)*. The DSM-IVR guides the next unit on Psychological Disorders and Treatments. Students probe a range of disorders

from common examples such as depression to debated illnesses such as dissociative identity disorder. Students compare various treatments and discuss the benefits and drawbacks of medicines and talk therapies. The course finishes with an inspection of how others' behaviors shape our own. This unit on Social Psychology runs in conjunction with a review of previous material so that students are prepared to take the A.P. Psychology exam in May. Approximately 50% of the 4<sup>th</sup> term grade is based on review assessments.

One goal of the A.P. Psychology program is to help students prepare for the more rigorous college courses they will soon pursue. As a result, students are expected to take responsibility for learning larger amounts of material at a time. For each unit, students need to read 1 or 2 chapters of the textbook (each chapter is 25-30 pages long), a short (10-15 page) chapter in a review book, and 1 or 2 outside readings. These reading packets are drawn from Psychology journals, news magazines, and the *New York Times' Science Times*. They tend to be 10-15 pages long. Typical assessments for a unit include a quiz, a multiple-choice test, and an essay.

In addition, students will read 5-8 case studies of patients with unusual disorders. Most of the cases are 35-45 pages long. Assessment will vary by case. The culminating project — one that draws on all the knowledge the students have acquired — is an independent group research project conducted completely outside of class. Spanning 10-15 weeks across 2<sup>nd</sup> semester, students design a research project, carry out that research, and analyze the data. They visit college libraries and do a literature search to review what psychologists know about their topic. The result is a 10-20 page paper, a strong foundation in research methodology, and the skills needed to successfully complete research assignments given in the first year of college.

## AP Psychology Outline

Topic	Approximate Timeline
Research Methods, Statistics	early – mid September
Biological Bases of Behavior	mid September – early October
Sensation and Perception	mid – end of October
States of Consciousness	early November (~4 days)
Learning	mid – end of November
Cognition	early – mid December
Development	mid December – midyear exams
Gender and Sexuality	end of January (~3 days)
Motivation and Emotion	early – mid February
Intelligence and Assessment	mid – end of February
Personality	early – mid March
Psychological Disorders	mid March – mid April
Treatments of Psychological Disorders	early – end of April
Social Psychology and Review for AP	early-mid May

## **Enduring Understandings About Research Methods and Statistics**

### 1. What do students need to understand?

- ✓ Psychology is a science based on experimentation. Like other scientific fields, research methodology in psychology is guided by the principles of the scientific method.
- ✓ Modern psychology is made up of six subfields (cognitive, biopsychology, behavioral, clinical, humanistic, and social) that address the same issues from different points of view.
- ✓ Similarly, there are some key issues in the field that reappear across topics. Each address the question “How much of thoughts and actions are controlled by \_\_\_\_\_ and how much by \_\_\_\_\_.” These key questions are: nature vs. nurture; observable behavior vs. mental processes; individual differences vs. universal principles; free will vs. determinism.
- ✓ Because theories in all subfields of psychology are based on research on that topic, it is important to think critically about how such experiments are conducted and the conclusions psychologists and others draw from the results.

### **Topical Understandings**

- ✓ The process of experimentation goes as follows: hypothesis → research → analyze/evaluate results → replicate results if they support hypothesis → rethink hypothesis and critique materials if results refute hypothesis.
- ✓ Researchers must consider what type of research would be best to test their hypothesis.
- ✓ Researchers must address certain concerns such as participants and protocols when designing an experiment.
- ✓ Correlation does not mean causation.
- ✓ Ethical principles that insure subjects’ safety and researchers’ honesty must be learned and followed by all psychologists.
- ✓ Psychologists understand their data by using statistics.

### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What is the difference between a theory and a hypothesis?
- ✓ What is the difference between a random sample and a representative sample? Why would a researcher choose one over the other?
- ✓ How does a researcher do observational research? a case study? a survey? correlational research? a controlled experiment?
- ✓ When doing developmental research, which is more effective – longitudinal or cross-sectional research?
- ✓ What is an independent variable? a dependent variable? the control group? the experimental group?
- ✓ When is an operational definition needed?
- ✓ What is a placebo and why should researchers use one?
- ✓ How can a confounding variable distort experimental results? What should researchers do to avoid confounding variables?
- ✓ What is the difference between a double-blind and single-blind study and what is the advantage and disadvantage to each?
- ✓ How can the framing of a question and the issue of “talk vs. action” taint the results of a survey? How can researchers avoid these potential problems?
- ✓ How did the Zimbardo Prison Study, Milgram’s study on obedience, and John Watson’s work with “Little Albert” violate the principles of ethical research?

- ✓ What is the benefit and limitation of knowing the mean, median, and mode (the measures of central tendency) of a set of data?
- ✓ How do measures of variability add further information about data?
- ✓ Which type of graph best illustrates different data sets?
- ✓ How does the normal curve allow comparisons between individuals?
- ✓ Why is standard deviation a useful measurement?
- ✓

## **Important Knowledge & Skills**

- ✓ Scientific Method
  - A. theory
  - B. hypothesis
  - C. research
  - D. analyze results
- ✓ Research
  - some concerns in research
    1. sample type (representative vs random)
    2. demand characteristics
  - types of research
    1. naturalistic observation
    2. case studies
    3. surveys
    4. correlational research
    5. cross-sectional vs. longitudinal studies
    6. controlled experiments
- ✓ Ethics in research
- ✓ Statistics
  - A. analyzing data
  - B. measurement scales
    1. nominal
    2. ordinal
    3. interval
    4. ration
  - C. probability
  - D. descriptive statistics
    1. frequency distribution
    2. graphs
    3. measures of central tendency
    4. correlation
    5. normal curve
  - E. Inferential Statistics

## **What are likely student misunderstandings?**

- ✓ Many students have trouble distinguishing between a confounding variable and a problem with certain subjects that randomly occur.

- ✓ Using the normal curve and standard deviation to calculate an individual score confuses many students.
- ✓ The definitions of independent variable and dependent variable are sometimes confused.
- ✓ Because two variables are related, one caused the other.

### **What should students only be familiar with?**

- ✓ The names of different types of graphs
- ✓ Measurement scales
- ✓ Probability
- ✓ Calculating standard deviation

### **What will students do to demonstrate their understanding?**

1. Across the course, students will critique the design and interpretation of research that we discuss.
2. The culminating project for the course is an independent group research project where the students apply the research methods and statistics to develop, run, and evaluate their own experiment.

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## **Social Studies Course: AP Psychology**

### **Enduring Understandings About Motivation and Emotion**

#### 1. What do students need to understand?

- ✓ There are several competing (though sometimes interlocking) theories as to why humans do what they do.
- ✓ There are several competing (though somewhat related) theories on human emotional response and the universality/cross cultural nature of those theories.
- ✓ How to assess the validity of those theories, in terms of their own experience and in terms of empirical research

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why does one Viking in 900 A.D. look out at the ocean and decide to journey out on it, while a fellow Viking standing by his side does not/would not?
- ✓ Why do individuals commit altruistic suicide?
- ✓ Why are individual humans sexually promiscuous? Why do individual humans commit rape?
- ✓ Is there a “drive” to learn? To explore? To seek companionship? To reach some kind of “transcendence”?
- ✓ What happens (analytically and specifically) when an individual experiences an intense emotion?
- ✓ Why might a child born blind still hide his face in his hands when “embarrassed”? Does this suggest that human emotional expression is innate and universal?

### **Important Knowledge & Skills**

#### I. Motivation



A. Theories of motivation

1. Instinct/Ethology
2. Drive reduction
3. Arousal
4. Incentive
5. Cognitive Consistency/ Dissonance
6. Maslow's hierarchy of needs (a.k.a. Humanistic)
7. Sociobiology

B. Biological motivations

1. Hunger and eating
  - a. physical aspects
  - b. cultural and social aspects to eating
  - c. set point
  - d. obesity
2. Sex

C. Psychological motivations

1. Need for achievement
2. Need for affiliation (a.k.a. need to belong)
3. Need for power
4. Need for aggression
  - a. hostile aggression
  - b. instrumental aggression

II. Emotion

A. Biological bases of emotion

B. What purposes do emotions serve?

1. Prepare body for action
2. Help us learn
3. Regulate social interactions

C. Development of emotions

D. Theories of emotion

1. James-Lange Theory
2. Cannon-Bard Theory
3. Schachter-Singer Theory
4. Opponent-process Theory

E. Expression of emotions

1. Facial-affect program
2. Facial feedback hypothesis

F. "Universal" emotions

1. Anger
2. Fear/anxiety
3. Sadness/grief

4. Disgust
5. Happiness/joy
6. Love

#### G. Stress

1. What causes stress?
  - a. decision-making
    1. Approach-approach
    2. Avoidance-avoidance
    3. Approach-avoidance
  - b. mental filtering
2. Physical reaction to stress
  - a. General Adaptation Syndrome (SAS)
    1. Alarm
    2. Resistance
    3. Exhaustion
3. Psychological reaction to stress
  - a. Cognitive appraisal model of stress
    1. Primary appraisal
    2. Secondary appraisal
    3. Problem-focused coping
    4. Emotion-focused coping
4. Results of stress
  - a. Post-traumatic stress disorder (PTSD)
  - b. learned helplessness
5. Coping with stress
  - a. distraction
  - b. rehearsal
  - c. social support

### **What are likely student misunderstandings?**

Students often believe/conclude that:

- ✓ Human motivations are relatively transparent.
- ✓ Human motivations are all relatively conscious.
- ✓ Human motivations are relatively understandable by the individual performing the behavior.
- ✓ Human motivations are relatively one-dimensional.
- ✓ Human emotions are relatively predictable and “easy to read”.
- ✓ Human emotions are “pigeon-holed” That is-- anger is only anger, but not also some part fear, resentment, shame, etc.

### **What should students only be familiar with?**

- ✓ Names of theorists (as compared to theories)

- ✓ Theories on specific emotions as compared to emotions in general ( for example: R. Sternberg’s “triangular theory of love” or “frustration-aggression principle”

## **What will students do to demonstrate their understanding?**

1. Apply theories to case studies (in small groups and individual essay writing).
2. Participate in demonstrations illustrating:
  - Achievement motivation
  - Lie detection
  - Theories of emotional response
3. Write “opinion papers” on their own motivation to:
  - Attend school
  - Participate in athletics or extracurriculars
  - Affiliate with others in the school

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## **Social Studies Course: AP Psychology**

### **Enduring Understandings About Intelligence and Testing**

1. What do students need to understand?

#### **Overarching Understandings**

- ✓ Students need to think critically about test results before they draw conclusions.
- ✓ Psychological tests, including intelligence tests, are still intensely debated because of good questions about their ability to measure what they claim to measure, whether they are biased against some test-takers based on race, gender, SES.
- ✓ Differences *between* groups (e.g., male vs female) may be meaningless if the difference *within* groups is large (e.g., female X vs female Y).
- ✓ Scores on intelligence tests (or school grades for that matter) may not be closely related to a person’s ability to function well and/or live a successful life.

#### **Topical Understandings**

- ✓ Is intelligence one thing or many different things?
  - ✓ What does it mean to be intelligent?
  - ✓ What does the nature vs. nurture debate say about intelligence? (i.e., Is intelligence mostly inherited or learned?)
  - ✓ Should psychological tests be used as the sole criteria of psychological disorders?
  - ✓ Who should have access to the results of psychological and intelligence tests?
  - ✓ How should standardized tests be used in the college application process?
2. What are key questions that frame understanding and focus teaching and learning?
    - ✓ What is the definition of intelligence?
    - ✓ Do tests such as the SAT measure intelligence? (Or something else?)

- ✓ What is the purpose of school? Tests?
- ✓ Should any single test, including intelligence tests, be used to place students in classes or special education (gifted and LD) programs?
- ✓ Are memory, language skills, problem solving, or prior knowledge really what is being tested on intelligence tests?
- ✓ Why did Sternberg and Gardner propose their theories of intelligence?
- ✓ What tests are used to measure intelligence and what are some current criticisms of them?
- ✓ How are IQ scores scaled? What does an IQ of 100 mean?
- ✓ How does society treat people at the extremes of intelligence? What exactly does it mean to have mental retardation, to be a savant, or to be intellectually gifted?
- ✓ How do test makers design a good test?
- ✓ Are the most popular standardized tests in the United States biased? If yes, what implications does this have for some test-takers?
- ✓ If tests are not biased, what are alternative explanations for different scores for different groups of test-takers?
- ✓ Are these same tests predictive? In other words, are they useful or a waste of time?
- ✓ What is the difference between an aptitude test and an achievement test? What purpose do they serve?
- ✓ Are projective tests valid? Should they be used as part of diagnostic criteria for mental illness?
- ✓ Are objective personality tests useful? For “normal” people? As part of an evaluation of someone with a psychological disorder?

## **Important Knowledge and Skills**

### **I. Intelligence**

#### **A. What is intelligence?**

#### **B. Theories of intelligence**

1. g-factor
2. “Primary mental abilities”
3. Fluid and crystallized intelligence
  
4. Sternberg’s triarchic theory
  - a. analytic abilities
  - b. practical abilities
  - c. creative abilities
  
5. Gardner’s multiple intelligences
  - a. logical-mathematical
  - b. linguistic
  - c. musical
  - d. spatial
  - e. bodily-kinesthetic
  - f. interpersonal
  - g. intrapersonal
  - h. naturalist

#### **C. Measuring intelligence**

1. Alfred Binet
2. Intelligence Quotient
3. Normed/Standardized IQ

#### 4. WAIS/WISC

##### D. the extremes of intelligence

1. Mental retardation
2. Savants
3. Giftedness

##### E. Nature vs nurture?

## II. Testing

### A. Designing a good test

1. Standardization
2. Reliability
  - a. test-rest reliability
  - b. alternate forms reliability
  - c. inter-rater reliability
  - d. intra-rater reliability
3. Validity
  - a. predictive validity
  - b. content validity
  - c. construct validity

### B. Are tests predictive?

### C. Are tests biased?

1. Between and within group differences
2. Question familiarity
3. Motivation
4. Social psychology
5. Prediction differences

### D. Types of tests

1. Aptitude tests
2. Achievement tests
3. Projective tests
  - a. Thematic Apperception Test
  - b. Rorschach Inkblot
4. Objective personality tests
  - a. MMPI (Minnesota Multiphasic Personality Inventory)
  - b. Myers-Briggs Type Indicator
  - c. Other personality tests for “normal” subjects

## **What are likely student misunderstandings?**

- ✓ Students sometimes confuse the various theories of intelligence. For example, the specific terms of Gardner's theory and Sternberg's theory are interchanged.
- ✓ The definitions of reliability and validity are frequently confused with each other.
- ✓ Grades and/or standardized test scores are equated with intelligence.
- ✓ A community's wealth directly affects its schools and therefore students' standardized test scores.
- ✓ Students sometimes falsely equate learning disabilities with low intelligence.

### **What should students only be familiar with?**

- ✓ g-factor and primary mental abilities
- ✓ the development of the IQ test (Binet, Stanford-Binet)
- ✓ examples of specific tests (e.g., a projective test is the Rorschach inkblot test)

### **What will students do to demonstrate their understanding?**

1. Evaluate various psychological tests for validity and reliability.
2. Students use their knowledge about intelligence theories and testing to support their opinions in debates about the role of standardized tests in college applications, the role of Special Education in public schools, etc
3. Students design a controlled experiment that compares the effectiveness of two tests.

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## **Social Studies Course: AP Psychology**

### **Enduring Understandings About Personality**

#### 1. What do students need to understand?

- ✓ The major "schools of thought" in the field of psychology (biological, psychoanalytic, behaviorist, cognitive, humanist) all offer differing perspectives on the origins and development of personality.
- ✓ Trait/ Type theorists offer their own account of personality, which invites analysis of the famed "nature vs. nurture" debate in relation to the roots of human personality.
- ✓ A major theme in the study of personality involves the study of the stability of personality over time and across situations.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ In various cases (use of historical case studies is valuable here: the My Lai Incident, the Holocaust, mass suicide at Jonestown and innumerable others) what drives human behavior – personality or the situation?
- ✓ How much of our personality is conscious and chosen, how much is unconscious or semi-conscious, how much is a matter of genetic predisposition?
- ✓ Are there valid and reliable ways to identify elements of personality? If we can identify such methods, for what are they used?

### **Important Knowledge & Skills**

## Personality

### I. Themes in the study of personality

- A. nature vs. nurture
- B. trait vs. situation
- C. stability over time
- D. what is the best way to study personality?

### II. Theoretical approaches to personality

#### A. psychodynamic/psychoanalytic approaches

##### 1. Freud

- a. the man
- b. the unconscious
- c. id, ego, superego
- d. stages of personality/psychosexual development
  - 1. Oral
  - 2. Anal
  - 3. Phallic
  - 4. Latency
  - 5. Genital
- e. defense mechanisms
  - 1. Repression
  - 2. Regression
  - 3. Reaction formation
  - 4. Projection
  - 5. Rationalization
  - 6. Displacement
  - 7. Sublimation
  - 8. Denial
- f. Freudian slips
- g. evaluation of Freud

##### 2. Neo-Freudians

- a. Alfred Adler
- b. Carl Jung
- c. Karen Horney
- d. Erik Erikson

#### B. Trait approach to personality

- 1. Gordon Allport and cardinal traits
- 2. Hans Eysenck
- 3. Raymond Cattell and 16 PF
- 4. "Big 5" personality traits
  - a. openness (to experience)
  - b. conscientiousness

- c. extroversion
- d. agreeableness
- e. neuroticism

- 5. Type A and Type B
- 6. Evaluation of trait theory

#### C. Humanist approach to personality

- 1. Important ideas
  - a. self-concept
  - b. self-esteem
- 2. Abraham Maslow and self-actualization
- 3. Carl Rogers and unconditional positive regard
- 4. Evaluation of humanist approach

#### D. Cognitive-behavioral approaches to personality

- 1. Behavioral approach
- 2. Cognitive approaches
  - a. Albert Bandura
  - b. attribution theory
  - c. locus of control
  - d. explanatory styles
  - e. evaluation of behavioral-cognitive approaches

### III. Introduction Personality assessments

#### **What are likely student misunderstandings?**

- ✓ The term ‘psychoanalytic’ is not a general term for all manner of psychological thought or analysis; it is a particular school of thought with particular characteristics.
- ✓ Progression through Freud’s psychosexual stages of development is considered key contributor to the growth of later personality, although students often have trouble seeing that possible connection.
- ✓ The behaviorist and cognitive perspectives are often joined, especially in therapeutic settings, even though they in some ways appear to be mutually exclusive at first.
- ✓ There is no one theory of personality development that is generally accepted as “the” prevailing theory.
- ✓ The fact that there are unreliable and invalid personality assessments does not necessarily mean that all attempts at assessing personality are “bad.”

#### **What should students only be familiar with?**

- ✓ Names of theorists (as compared to theories)
- ✓ The various specific “trait/type” theories – the focus is on an understanding of the basic underpinnings of trait/type theory in general
- ✓ The concept of nomothetic vs. idiographic approaches to the study of personality

#### **What will students do to demonstrate their understanding?**



1. Apply theories to case studies to account for personality and behavior (among the innumerable possibilities: Vincent Van Gogh, singer Michael Jackson, Wolfgang Amadeus Mozart, singer Madonna, rapper Eminem, Adolf Hitler, Saddam Hussein).
2. Participate in demonstration of the Barnum Effect (on ready acceptance of bogus personality assessments).
3. Write and peer review “opinion papers” on the “nature, nurture or false dichotomy?” debate, on “the influence of situations on behavior” and on the “longitudinal stability of personality.”

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## **Social Studies Course: AP Psychology**

### **Enduring Understandings About Psychological Disorders (Abnormal Psychology)**

#### 1. What do students need to understand?

- ✓ There is an inherent danger in applying clinical labels to individuals, in that such labels can contribute to self fulfilling prophecies and to confirmation bias in those who meet and interact with the individual who’s been labeled.
- ✓ The line between “idiosyncrosy” and “disorder” is often unclear, and students must be aware that there are, in effect, operational definitions which help to clarify this delineation in the *Diagnostic and Statistical Manual* produced by the American Psychiatric Association.
- ✓ Students should be constantly aware of “the intern’s warning”, which cautions against diagnosing oneself with illnesses and disorders.
- ✓ There is significant cultural variation in the presence and interpretation of mental disorders.
- ✓ Individuals who suffer from mental disorders are indeed people with disorders and are not the disorders themselves (as implied when one says, “He’s depressive” or “She’s schizophrenic,” rather than “He suffers from bipolar disorder.”).

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Is the “insanity defense” (not a clinical term – a LEGAL term) justifiable and legitimate?
- ✓ Are “labels” of any type merely invitations to expect certain behaviors from those that are labeled?
- ✓ Do such labels actually elicit the behaviors they are attempting to DESCRIBE?
- ✓ Do we overuse labels? (Thomas Szasz is noted for saying “Give a child a hammer and suddenly everything needs to be pounded”)
- ✓ Is the diagnosis of mental disorder too subjective, no matter how much experts attempt to codify symptomology?

## **Important Knowledge & Skills**

### **Psychological Disorders**

#### I. What is abnormal?

#### II. History

#### III. Theories to explain psychological disorders

##### A. biological (a.k.a. medical)

- B. psychoanalytic/psychodynamic
- C. learning
- D. cognitive
- E. humanist

#### IV. Important vocabulary

#### V. Diagnosing and classifying disorders

#### VI. Anxiety disorders

- A. symptoms and diagnosis
- B. generalized anxiety disorder
- C. panic disorder (and agoraphobia)
- D. phobias
- E. obsessive-compulsive disorder
- F. stress disorders
  - 1. Acute stress disorder
  - 2. Post-traumatic stress disorder
- G. explanations for anxiety disorders
  - 1. Psychoanalytic
  - 2. Learning
  - 3. Cognitive
  - 4. Humanist
  - 5. Biological

#### VII. Somatoform disorders

- A. hypochondriasis
- B. conversion disorder
- C. body dysmorphic disorders

#### VIII. Mood disorders

- A. clinical depression
- B. dysthymic disorder
- C. bipolar disorder
- D. cyclothymic disorder
- E. seasonal affective disorder
- F. suicide
- G. explanations for mood disorders
  - 1. Psychoanalytic
  - 2. Learning
  - 3. Cognitive
  - 4. Humanist
  - 5. Biological

#### IX. Schizophrenic disorders

- A. symptoms
- B. types of schizophrenia
  - 1. Disorganized
  - 2. Catatonic

3. Paranoid
4. Undifferentiated
5. Residual

C. prognosis

D. Explanations

1. Biological
2. Psychoanalytic
3. Learning
4. Cognitive

X. Personality disorders

A. specific disorders

1. Paranoid
2. Schizoid
3. Schizotypal
4. Antisocial
5. Borderline
6. Histrionic
7. Narcissistic
8. Avoidant
9. Dependent
10. Obsessive-compulsive

B. explanations for personality disorders

XI. Dissociative Disorders

A. dissociative amnesia

B. dissociative fugue

C. dissociative identity disorder

1. Symptoms
2. Is it real?

D. explanations for dissociative disorders

1. Psychoanalytic
2. Learning

XII. Disorders usually first diagnosed in infancy, childhood, or adolescence (a.k.a. developmental disorder)

A. mental retardation

B. attention deficit/hyperactivity disorder

C. autism

D. conduct disorder

E. Tourette's Disorder

### **What are likely student misunderstandings?**

- ✓ Students often have difficulty accepting that the descriptions of mental disorders are open to ongoing revision, and that, in fact, sometimes the NAMES of disorders are changed although the descriptions remain essentially the same (ex.: manic-depressive illness and bipolar disorder; multiple personality disorder and dissociative identity disorder).

- ✓ Diagnosis of mental disorders is viewed by some as an art more than a science.
- ✓ There can be significant overlap between symptoms of mental disorders, making a clear diagnosis difficult (the symptoms of post-traumatic stress disorder, for example, can resemble major depression - the presence of flashbacks to an earlier specific trauma helps clarify the distinction).
- ✓ “Insanity” is a LEGAL term, not a clinical one.
- ✓ It is possible to have a somewhat obsessive or compulsive personality without meeting the clinical criteria for obsessive-compulsive disorder. Indeed, this caveat holds true for many disorders, especially those which fall under the category of “anxiety disorders”.
- ✓ Schizophrenia and dissociative identity disorder are NOT the same thing, despite frequent popular culture references to the contrary.

### **What should students only be familiar with?**

- ✓ Eating disorders
- ✓ Factitious disorders
- ✓ Sexual disorders
- ✓ Sleep disorders
- ✓ The “axis” system of the Diagnostic and Statistical Manual
- ✓ Historical interpretations of mental illness

### **What will students do to demonstrate their understanding?**

1. Write “opinion papers” on the so-called insanity defense and David Rosenhan’s study in which he and seven others were admitted to mental institutions on false pretenses to examine the power of clinical labels.
2. Participate on diagnostic teams which examine and diagnose actual case studies culled from the *Casebook* written as a companion to the *Diagnostic and Statistical Manual*.

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## **American Political System Overview**

American Political System is a survey course that introduces students to the most important institutions and documents of the American government. We begin with the Constitution. Secondly, we look at the most important external institutions: political parties, elections and campaigns, interest groups and the media. After an intensive analysis of these topics we focus on the government itself: Congress, the presidency, the bureaucracy and the judiciary. The semester concludes with an analysis of current public opinion and political participation. How are attitudes changing in regards to our democracy and current public policy? Are these changes positive or negative? Are we improving as a society or getting worse? What can we do as citizens to improve the health of our democracy?

Learning in American Political System involves student engagement in discussions, simulations, debates and role-plays. Guest speakers will be invited to class during particular units such as “Interest Groups” and “Political Parties.”

Assessment of students’ knowledge and understanding include homework, quizzes, tests, essays, projects, debates and discussions.

<b>Topic</b>	<b>Timeline</b>
The Constitution	September/January (1 week)
Political Parties	September/February (2 weeks)
Elections and Campaigns	September/October--February/March (2 weeks)
Interest Groups	October/March (1 week)
The Media	October/November--March/April (2 weeks)
Congress	November--April (2 weeks)
The Presidency	December--May (2 weeks)
The Bureaucracy	December--May (1 week)
The Judiciary	January--May (1 week)
Federalism, Public Opinion and Political Participation	January--June (1 week)

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## **Social Studies Course: American Political System**

### **Enduring Understandings about the Constitution**

1. What do students need to understand?
  - ✓ The Constitution is an Enlightenment-inspired document.
  - ✓ Compromise is the essence of a healthy democracy.
  - ✓ Our government has a mixed record of protecting liberty and promoting equality, best highlighted by the nation's struggle with the question of slavery.
  - ✓ The power of the federal government fluctuates drastically over the 200 years with a general trend of increasing its power over the past 80 years.
  - ✓ The Constitution attempts to manage the conflicting goals of protecting liberty and promoting equality.
2. What are key questions that frame understanding and focus teaching and learning?

#### ***Questions That Frame The Course***

- ✓ What role should government play in a citizen's life?
- ✓ How much power should the federal government have?
- ✓ What view of human nature is embodied in the Constitution?
- ✓ Is representative democracy possible without political compromise?
- ✓ Has the system of separate institutions sharing powers protected liberty and promoted equality as the Framers envisioned it would?

### **Important Knowledge & Skills**

- ✓ Articles of Confederation
- ✓ Constitutional Convention
- ✓ Great Compromise
- ✓ Republic

- ✓ Judicial review
- ✓ Checks and balances
- ✓ Federalism
- ✓ Separation of powers
- ✓ Federalists
- ✓ Antifederalists
- ✓ Bill of rights
- ✓ Amendments

### **What are likely student misunderstandings?**

- ✓ Constitutional civil rights are absolute.
- ✓ Constitutional rights apply equally to citizens of all ages.
- ✓ The Constitution contains very specific guidelines for all legal situations.

### **What should students only be familiar with?**

- ✓ Unalienable
- ✓ Shays's Rebellion
- ✓ Faction
- ✓ Federalist Papers
- ✓ Coalition
- ✓ Writ of habeas corpus
- ✓ Bill of attainder
- ✓ Line-item veto

### **What will students do to demonstrate their understanding?**

1. Students debate and discuss areas in which their rights are limited.
2. Using historical examples and current events, students evaluate the extent to which the Constitution has effectively protected liberty and promoted equality.
3. Students analyze the conflict inherent in protecting liberty and promoting equality.

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## **Social Studies Course: American Political System**

### **Enduring Understandings About Political Parties**

1. What do students need to understand?
  - ✓ The Founding Fathers were suspicious of political parties as detailed in Washington's "Farewell Address."
  - ✓ The modern political parties have flipped their regional basis of support with Republican support moving from the Northeast to South and vice versa for the Democrats.
  - ✓ Other countries rely on multiple party governments ruled by coalitions, for example Israel and Germany.
  - ✓ The modern political parties' ideologies have very little in common with their historical beginnings.

- ✓ Americans are increasingly less loyal to political parties and more likely to vote a split ticket.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What did the Founding Fathers believe about political parties?
- ✓ How has America's two-party system changed over the past century and a half?
- ✓ How does the two-party system differ today from the party systems of other representative democracies?
- ✓ How do today's political parties relate to their historical origins?
- ✓ To what extent has the decline of mass attachment to the two major parties affected how Americans vote?

### **Important Knowledge & Skills**

- ✓ Political party
- ✓ Republican
- ✓ Democrat
- ✓ Liberal
- ✓ Conservative
- ✓ Critical or realigning periods
- ✓ National committee
- ✓ Congressional campaign committee
- ✓ Two-party system
- ✓ Gender gap
- ✓ Libertarians
- ✓ Populists
- ✓ Political elite
- ✓ Progressives

### **What are likely student misunderstandings?**

- ✓ There are only two parties.
- ✓ The Democratic Party today reflects the same values as the Democratic Party from earlier eras.
- ✓ The Republican Party today reflects the same values as the Republican Party from earlier eras.
- ✓ Every voter is a member of a party.

### **What should students only be familiar with?**

- ✓ Split ticket
- ✓ Straight ticket
- ✓ Office-bloc ballot
- ✓ Party-column ballot
- ✓ National convention
- ✓ National chairman
- ✓ Superdelegates
- ✓ Political machine
- ✓ Ideological party
- ✓ Solidary incentives

- ✓ Sponsored party
- ✓ Personal following
- ✓ Plurality system
- ✓ caucus

### **What will students do to demonstrate their understanding?**

1. Students interview members of the two major parties and assess their differing positions on policy issues.
2. In a web quest, students analyze their personal positions on issues.

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## **Social Studies Course: American Political System**

### **Enduring Understandings About Elections and Campaigns**

1. What do students need to understand?
  - ✓ Campaigns have become increasingly focused on the candidates' ability to raise money to purchase television advertising. This is a dramatic change from the traditional "retail politics" of the door-to-door, handshaking style of the past.
  - ✓ A candidate's ability to craft a simple message that can fit in a 30-second TV advertisement is often the most vital task for a successful campaign.
  - ✓ Elections have a huge impact on the type of legislation that is passed: for example, George W. Bush's tax cut legislation.
  - ✓ Money plays an increasingly important role in politics, shutting out many potential candidates who cannot raise millions of dollars.
  - ✓ In federal elections in the United States, incumbents have an overwhelming advantage over challengers, winning over 90% of the time.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ How have primaries and general-election campaigns changed over the past century and a half?
  - ✓ What matters most in deciding who wins presidential and congressional elections?
  - ✓ Do elections really make a difference in what laws get passed?
  - ✓ What role does money play in politics?
  - ✓ How is an actual campaign run and organized?
  - ✓ How important is the power of incumbency?

### **Important Knowledge & Skills**

- ✓ Incumbent
- ✓ Political action committee
- ✓ Gerrymandering
- ✓ General election
- ✓ Primary election
- ✓ Presidential primary
- ✓ Independent expenditure



- ✓ Soft money

### **What are likely student misunderstandings?**

- ✓ The most effective campaigning technique is personal contact with individual voters.
- ✓ Campaigns are always large, highly organized, efficient organizations.
- ✓ Candidates are in control of their image.
- ✓ The candidate with the most lawn signs usually wins.
- ✓ Contemporary elections are the most negative ever.

### **What should students only be familiar with?**

- ✓ Coattails
- ✓ Malapportionment
- ✓ Sophomore surge
- ✓ Position issue
- ✓ Valence issue
- ✓ Closed primary
- ✓ Open primary
- ✓ Blanket primary
- ✓ Runoff primary
- ✓ Prospective voting
- ✓ Retrospective voting

### **What will students do to demonstrate their understanding?**

1. Students will volunteer to work on a campaign in the Fall of election years.
2. While viewing documentary, "The War Room," students compare what they've studied about campaigns to the reality from 1992.
3. Students conduct a simulation of a presidential campaign.

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## **Social Studies Course: American Political System**

### **Enduring Understandings About Interest Groups**

1. What do students need to understand?
  - ✓ In a democracy, people attempt to influence the government by joining with other likeminded people to magnify their voice on a particular issue such as abortion, gun control, taxation, etc.
  - ✓ Interest groups represent the best and worst of America's democracy. They provide an effective vehicle for citizens to lobby their government, but if too effective, they can advance the interests of a small minority at the expense of the common good.
  - ✓ Government has attempted to regulate interest groups in numerous ways with debatable success.
  - ✓ Many interest groups use their power and connections to protect their influence.
  - ✓ The number of interest groups has expanded dramatically over the past thirty years, coinciding with the growth of the federal government.

- ✓ Some of the most important interest groups are: AFL-CIO, American Trial Lawyers Association, National Rifle Association, and National Association of Manufacturers.
- ✓ In some form, special interest groups and lobbyists have existed throughout American history.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why do people join interest groups?
- ✓ With so many interest groups active, has America succeeded in “curing the mischiefs of faction”?
- ✓ Are there any ways, both feasible and desirable, of regulating interest groups?
- ✓ How have interest groups changed throughout the nation’s history?
- ✓ What role do interest groups play in politics today?
- ✓ Are interest groups a positive or negative force in politics today?
- ✓ What are some of the most important interest groups?
- ✓ What are some of the most important modern policy issues interest groups have influenced?

### **Important Knowledge & Skills**

- ✓ Lobby
- ✓ Lobbyist
- ✓ Interest group
- ✓ Ideological interest groups
- ✓ Public interest group
- ✓ Social movement
- ✓ 527 group
- ✓ Political Action Committee (PAC)

### **What are likely student misunderstandings?**

- ✓ Special interest groups are bad for the political process.
- ✓ Special interest groups corrupt democracy.
- ✓ Special interest groups don’t promote causes of interest to students.
- ✓ Special interest groups are a modern phenomenon.

### **What should students only be familiar with?**

- ✓ Incentive
- ✓ Solidary incentives
- ✓ Material incentives
- ✓ Purposive incentives
- ✓ Political cue
- ✓ Ratings

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## **Social Studies Course: American Political System**

### **Enduring Understandings about The Media**

1. What do students need to understand?

- ✓ The media are the vehicle for politicians to communicate their message and attempt to build support for their initiatives.
- ✓ One mistake by a politician in public could end one's career.
- ✓ Media outlets have reputations, whether deserved or not. Fox News is considered the conservative standard bearer, while CNN and PBS are considered liberal. Many think the major networks NBC, ABC and CBS are left leaning.
- ✓ Some media outlets are better for certain stories. Newspapers can do much more in depth coverage while TV tends to simplify the issues due to time constraints.
- ✓ The media often covers their own coverage but the only citizens act as a check on their power. Citizens need to decide if the news is valuable and look for other sources if they are not satisfied. This, of course runs the risk that citizens may seek out what they want to hear and ignore the truth.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why do politicians worry so much about the media?
- ✓ Can we trust the media to be fair?
- ✓ Should people care more about getting political information?
- ✓ What are the reputations of the major media outlets?
- ✓ How are radio/TV/print media similar and/or different?
- ✓ How powerful are the media?
- ✓ What is the goal of media?
- ✓ Do the media do a good job?
- ✓ Who checks the power of the media?

### **Important Knowledge & Skills**

- ✓ Sound bite
- ✓ Market (television)
- ✓ Routine stories
- ✓ Feature stories
- ✓ Insider stories
- ✓ Adversarial press
- ✓ Background story (news)
- ✓ Off the record/on the record/deep background
- ✓ Front page vs. Op-Ed page
- ✓ FOX, CNN, NBC, ABC, CBS, PBS

### **What should students only be familiar with?**

- ✓ Muckraker
- ✓ Equal time rule
- ✓ Right-of-reply rule
- ✓ Political editorializing rule
- ✓ Fairness doctrine
- ✓ Trial balloon
- ✓ Loaded language
- ✓ Selective attention

## **Social Studies Course: American Political System**

### **Enduring Understandings about Congress**

1. What do students need to understand?

- ✓ Congress is not a good representation of the American public. The overwhelming majority are white males.
- ✓ The Founders wanted Congress to refine, not reflect public opinion.
- ✓ Congress has fluctuated between strong leadership and more power to individual committee chairman and members. Strong leadership leads to more efficient votes while also leading to less inclusive decision-making.
- ✓ Congress takes so long to act because it was designed to be a deliberative body that was immune from the irrationality of passion inspired, less thought out decisions. Many different members and interest groups must be considered before a final piece of legislation is passed.
- ✓ Congress's most important duty is to write the laws, creating the budget is one of the most important laws it passes annually.
- ✓ The power of Congress has alternated with the Executive branch. In times of crisis people tend to look to the President for decisive, quick leadership. Congress often has a tough time speaking with a unified voice.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Are the members of Congress representative of the American people?
- ✓ Should Congress run under strong leadership, or should it allow its members a lot of freedom?
- ✓ Why does it take so long for Congress to act?
- ✓ What are Congress's most important duties?
- ✓ How does Congress's power relate to the power of the Presidency?

### **Important Knowledge & Skills**

- ✓ Bicameral legislature
- ✓ Filibuster
- ✓ Majority/minority leader
- ✓ Whip
- ✓ Caucuses
- ✓ Standing committees
- ✓ Conference committee
- ✓ Closed rule
- ✓ Open rule
- ✓ Restrictive rule
- ✓ Rider
- ✓ Pork-barrel legislation

### **What should students only be familiar with?**

- ✓ Marginal districts

- ✓ Safe districts
- ✓ Conservative coalition
- ✓ Party polarization
- ✓ Select committees
- ✓ Joint committees
- ✓ Public bill
- ✓ Private bill
- ✓ Simple resolution
- ✓ Concurrent resolution
- ✓ Joint resolution
- ✓ Multiple referral
- ✓ Sequential referral
- ✓ Discharge petition
- ✓ Christmas tree bill
- ✓ Quorum
- ✓ Quorum call
- ✓ Cloture rule
- ✓ Double-tracking
- ✓ Voice vote
- ✓ Division vote
- ✓ Teller vote
- ✓ Roll-call vote
- ✓ Franking privilege

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## **Social Studies Course: American Political System**

### **Enduring Understandings about the Presidency**

1. What do students need to understand?

- ✓ The Founders expected Congress to be the “first branch” of the government. Although the President is certainly at the forefront of foreign policy. The branches seem to have a healthy rivalry and inability to supercede the other’s power.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Did the Founding Fathers want the president to be stronger or weaker than Congress?
- ✓ Does the personal character of a president make a difference in how he does his job?
- ✓ Should we abolish the electoral college?
- ✓ How has the power of the Presidency fluctuated in relation to Congress throughout history?
- ✓ How powerful is the President over his bureaucracy?

### **Important Knowledge & Skills**

- ✓ Representative democracy
- ✓ Direct democracy
- ✓ Cabinet

- ✓ Veto message
- ✓ Pocket veto
- ✓ Line-item veto
- ✓ Legislative veto
- ✓ Impeachment
- ✓ Lame duck

### **What should students only be familiar with?**

- ✓ Divided government
- ✓ Unified government
- ✓ Pyramid structure
- ✓ Circular structure
- ✓ Ad hoc structure
- ✓ Perks
- ✓ Trustee approach
- ✓ Delegate model

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## **Social Studies Course: American Political System**

### **Enduring Understandings about the Bureaucracy**

1. What are key questions that frame understanding and focus teaching and learning?

- ✓ What happened to make the bureaucracy a “fourth branch” of American national government?
- ✓ What are the actual size and scope of the federal bureaucracy?
- ✓ What has been done to improve bureaucratic performance?

### **Important Knowledge & Skills**

- ✓ Bureaucracy
- ✓ Spoils system
- ✓ Discretionary authority
- ✓ Competitive service
- ✓ Name request job
- ✓ Iron triangle
- ✓ Issue network
- ✓ Authorization legislation
- ✓ Appropriation
- ✓ Trust funds
- ✓ Annual authorizations
- ✓ Red tape

### **What should students only be familiar with?**

- ✓ Committee clearance
- ✓ Legislative veto

## **Social Studies Course: American Political System**

### **Enduring Understandings About The Judiciary**

1. What do students need to understand?

- ✓ The power of the judiciary stems from its power to declare legislation unconstitutional.
- ✓ A primary debate among judges concerns the question of what is most important when interpreting a law: the original intent or the contemporary environment in which the law is applied.
- ✓ An issue of contention in America today concerns to what extent courts, in effect, make law rather than just interpret law. (Massachusetts gay marriage issue)
- ✓ Federal Judges derive much of their power from their lifetime appointments.
- ✓ Elected officials extend their influence through their judicial appointments.
- ✓ Judicial nominations have become increasingly politicized in recent decades.
- ✓ The Supreme Court evaluates only the Constitutionality of a law.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Should judges be limited to interpreting what the law says?
- ✓ Why should federal courts have the right to declare an act of Congress unconstitutional?

### **Important Knowledge & Skills**

- ✓ Judicial review
- ✓ Strict-constructionist approach
- ✓ Activist approach
- ✓ Litmus test
- ✓ Civil law
- ✓ Criminal law
- ✓ Brief
- ✓ Opinion of the court
- ✓ Concurring opinion
- ✓ Dissenting opinion

### **What are likely student misunderstandings?**

- ✓ The Supreme Court evaluates issues of fact.
- ✓ Federal judges are elected.
- ✓ The Supreme Court hears every case brought before it.
- ✓ The Supreme Court is immune from political pressure.
- ✓ The Supreme Court is the least important of the three branches of government.

### **What should students only be familiar with?**

- ✓ District courts
- ✓ Courts of appeals

- ✓ Legislative courts
- ✓ Federal-question cases
- ✓ Diversity cases
- ✓ Writ of certiorari
- ✓ In forma pauperis
- ✓ Fee shifting
- ✓ Plaintiff
- ✓ Standing
- ✓ Sovereign immunity
- ✓ Class-action suit
- ✓ Amicus curiae
- ✓ Per curiam opinion
- ✓ Stare decisis
- ✓ Political question
- ✓ Remedy

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## **Economics Overview**

Economics is a survey course designed to familiarize students with the essential principles of economics. Beginning with the basic economic questions and different economic systems, the course will conclude with an analysis of globalization on the different regions of the world. Each unit is designed to help students understand and evaluate economic phenomenon common to their everyday lives (microeconomics) and government policy designed to improve economic conditions (macroeconomics).

Learning in Economics involves student engagement in discussions, debates, games, simulations and role-plays. Outside learning will include readings from a textbook and articles from contemporary magazines, newspapers and scholarly journals. Students will be assessed for their knowledge and understanding with quizzes, unit tests, essays, debates and simulations.

The ultimate goal of this economics class is to help students develop the skills necessary to make sound economic decisions, both in their lives and for the world.



Topic	Timeline
<b>Globalization: On-going Topic /Theme</b>	All Semester
<b>Introduction</b> What is economics? 4 Factors of Production Who?/What?/How? of economics Compare/Contrast Different Economic Systems Opportunity Costs  <b>Principles of the United States’ Economic System</b> Principles and Goals of a Market System Price Directed System Circular Flow Model/Conclusions GDP Evaluation/Critique of the Market System	September/ January (1 week)           September/February (2 weeks)
<b>Supply and Demand</b> Principle of Demand Principle of Diminishing Marginal Utility Elasticity of Demand Principle of Supply Elasticity of Supply Determining Price (Supply and Demand) Analyzing Changes in Supply and Demand Taxation effect on Supply, Demand and Prices	September and October/February (3weeks)
<b>Business Organization and Finance</b> Define 3 types of business organizations Pro/Cons of different business types How a business goes public What does the stock price mean? Types of stock markets How to evaluate a company’s stock price	October and November/February and March (2 weeks)
<b>Productivity</b> Define Law of Diminishing Returns Economies of Scale Productivity in the United States Marginal Analysis	November/March (2weeks)

<p><b>Competition and Monopoly</b>          Define and evaluate Pure Competition, Monopoly, Monopsony, Monopolistic Competition, Oligopoly          Market Power, Collusion, Price Leadership</p>	<p>November/March (1 week)</p>
<p><b>Trends in the Labor Force and Unions</b>          Trends in job growth          Importance of Education          How are wages determined?          History of labor/government relations          Rise and fall of union power in U.S.          Aims of Unions          Collective Bargaining</p>	<p>December/April (2 weeks)</p>
<p><b>Consumer in the American Economy</b>          Importance of consumer spending in GDP          Influences on consumer decisions to spend or save.          Ripple effect of consumer spending          Trends in teen spending</p>	<p>December/April (1 week)</p>
<p><b>Money</b>          History of Money          3 Functions of Money          Types of Money          Production and Distribution of Money          Inflation and Consumer Price Index          Causes and Types of Inflation          Measuring Nation's Money Supply</p>	<p>December/April (1 week)</p>
<p><b>Banking</b>          Origins of Banking          Modern Banks          Business of Banking          How Banks Create Money, Deposit Multiplier</p>	<p>January/May (1 week)</p>
<p><b>The Federal Reserve System (The Fed)</b>          Why the Fed was created, importance of elastic money supply          Role of the Fed          Tools of the Fed          Evaluating Monetary Policy</p>	<p>January/May (1 week)</p>
<p><b>Globalization</b>          What is Free Trade? NAFTA, GATT, WTO          Analysis of impact of free trade</p>	<p>January/May and June (1-2 weeks)</p>

## **Social Studies Course: Economics**

### **Enduring Understandings about Globalization and Free Trade**

1. What do students need to understand?

- ✓ The economies of countries are becoming increasingly dependent on one and other.
- ✓ Reducing tariffs leads to growing economies.
- ✓ Union and environmental groups are critical of most free trade agreements.
- ✓ The growing connections between countries are having a profound impact on the economic and political changes in the world.
- ✓ Globalization affects the students' lives on a daily basis.
- ✓ The major American political parties have different stands on free trade.
- ✓ There are several major institutions that encourage and uphold free trade agreements.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Is globalization a panacea or are there winners and losers?
- ✓ Who supports free trade and who opposes it?
- ✓ What type of future can we envision as a result of free trade?

### **Important Knowledge & Skills**

- ✓ NAFTA
- ✓ WTO
- ✓ GATT
- ✓ Tariffs

### **What are likely student misunderstandings?**

- ✓ Free trade is an abstract idea that has no relevance to their life.

### **What should students only be familiar with?**

- ✓ Al Gore/Ross Perot Debate

### **What will students do to demonstrate their understanding?**

1. Students will write an essay arguing that NAFTA is a success or failure.

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## **Social Studies Course: Economics**

### **Enduring Understandings about the Essential Economic Questions**

1. What do students need to understand?

- ✓ Economists understand the world by examining how individuals satisfy their economic needs (goods and services that affect to standard of living).
- ✓ Economists look at history as struggle for limited resources.
- ✓ Economists believe that social and political changes derive from economic forces.
- ✓ Economics is the conflict between unlimited wants and limited resources.
- ✓ Goods and services are derived from the four factors of production: natural resources, human resources, capital resources and entrepreneurship.
- ✓ Traditional economies occur in rural areas. What is produced, how goods and services are produced, and who gets goods and services, are all determined by ritual and tradition.
- ✓ Market economies, such as the United States, rely on individual buyers and sellers to determine what, how and who gets what is produced in their society.
- ✓ Command economies, such as China, rely on a centralized government to decide how, what and who gets the country's goods and services.
- ✓ There are no free lunches. Everything has a price. Every decision to make or buy something includes an opportunity cost. By making or buying one good or service one is sacrificing something else. This is the opportunity cost.

## 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What is economics?
- ✓ What are the four factors of production?
- ✓ Economic Systems, Answering the 3 key economic questions: What is produced? How are goods and services produced? Who gets the goods and services?
- ✓ Is capitalism (market economy) triumphant? Will it ever be challenged again? Should market economies be challenged at all?
- ✓ What are opportunity costs?

## **Important Knowledge & Skills**

- ✓ Scarcity
- ✓ Goods and services
- ✓ Four factors of production: natural, human, capital resources and entrepreneurship
- ✓ The three essential economic questions: What goods and services should be made? How should these goods and services be made? Who should receive the goods and services that are made?
- ✓ The three answers to the essential questions: traditional, market and command economies.
- ✓ Compare, contrast and evaluate the three economic systems: traditional, market and command.
- ✓ Identify opportunity costs in student's own decisions, their community's decisions and the government's decisions.

## **What are likely student misunderstandings?**

- ✓ Economics is all about money.
- ✓ There are no command/communist countries in existence today.
- ✓ Some things in life are free.
- ✓ People are satisfied with what they have at a certain point.

## **What should students only be familiar with?**

- ✓ Renewable resources vs. Non-renewable resources
- ✓ Microeconomics vs. Macroeconomics
- ✓ Production Possibilities Curve
- ✓ Comparing what is vs. what ought to be.
- ✓ Ceteris Paribus (all other things being equal)
- ✓ Adam Smith

### **What will students do to demonstrate their understanding?**

1. Students will identify desires people have that will never be satisfied.
2. Students will identify particular limited resources.
3. Students will explain how the Rolling Stones song “You Can’t Always Get What You Want” illustrates the definition of economics.
4. Students will read and critique an article from Ayn Rand’s Objectivist Society that argues that Western Civilization (market economies) are ideal and other cultures and systems should conform to this model.
5. Students will view a video that illustrates three real life examples of how scarcity forces governments to make choices: 1) should the Alaskan wilderness be preserved or should it be opened for development? 2) The famous “Guns vs. Butter” debate in the United States during World War II. 3) Should the government have forced textile manufacturers to purchase new equipment to protect their workers from Brown Lung Disease?

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## **Social Studies Course: Economics**

### **Enduring Understandings about the United States Economic System**

1. What do students need to understand?
  - ✓ The United States is a market economy.
  - ✓ Dollars act as votes for certain products.
  - ✓ The U.S. is a price directed system: prices determine what is produced and bought.
  - ✓ A market system has advantages and disadvantages.
  - ✓ We as individuals produce few of the goods and services we need to survive.
  - ✓ All economic activity in a market system is a circular flow of goods and services in exchange for money.
  - ✓ Gross Domestic Product is the most important economic statistic.
  - ✓ The six essential goals of the U.S. economic system are economic freedom, justice, efficiency, stability, security and growth. These six goals cannot be achieved simultaneously.
  
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ What limitations are placed on the five principles of the U.S. economic system?
  - ✓ How do prices influence people’s behavior?
  - ✓ What are the advantages and disadvantages of specialization?

- ✓ How do disruptions in other parts of the country/world affect our daily lives? What are the ramifications of this fact?
- ✓ Why is GDP the most important economic statistic?
- ✓ How do the six goals of the U.S. economic system conflict? Which goals cannot be pursued simultaneously?

### **Important Knowledge & Skills**

- ✓ The five principles of the U.S. Economic System are: Freedom of Enterprise, Private Property, Profit Motive, Consumer Sovereignty, and Competition.
- ✓ Price Directed System
- ✓ Circular Flow Model/Conclusions
- ✓ GDP
- ✓ Evaluation/Critique of the Market System
- ✓ Eminent Domain
- ✓ Criminal enterprises
- ✓ Formula for GDP:  $C+I+G=GDP$ . C=consumer spending, I=Business Spending, G=government spending.
- ✓ 67% of GDP is the result of consumer spending.

### **What are likely student misunderstandings?**

- ✓ Because the U.S. is a market economy the government plays no role in the economy.
- ✓ Economic activity in a far away part of the country/ world has little effect on the student's life in Sharon, Massachusetts.
- ✓ All six of the U.S. economies goals (freedom, justice, efficiency, stability, security, and growth) can be attained simultaneously.
- ✓ People in the United States have total control over land they own. The government can not take it away for any reason.

### **What should students only be familiar with?**

- ✓ "Invisible Hand"
- ✓ laissez-faire

### **What will students do to demonstrate their understanding?**

- ✓ In groups students will try to link all of the different pieces of the circular flow model of the U.S. economic system.
- ✓ Students will correct the mistakes of their model and then identify three conclusions from this model: the government plays a central role in the U.S. economy, a disruption in one part of the model will ripple through all other parts of the economy and everything in the U.S. economy is an exchange of money for goods and services.
- ✓ Students will be assigned to four different groups that look at the six different goals of the U.S. economy. The four groups (union members, retired citizens, business CEO's and America's poor) have to decide which two goals are most important and should be pursued by the government.

- ✓ Students will identify conflicts amongst different groups in America and how those conflicts can or can not be resolved.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Supply and Demand**

#### 1. What do students need to understand?

- ✓ Demand and supply react to price change.
- ✓ Demand and supply are represented visually as curves on a graph.
- ✓ Price determines supply and demand.
- ✓ Elasticity of supply and demand vary between products.
- ✓ Elasticity of a product is represented by the slope of the curve.
- ✓ Questions determine whether a product is elastic and inelastic: Is the item a necessity? What percent of a person's income is the price of the product? Are there substitutes for the product?
- ✓ Supply and demand interact to determine price.
- ✓ Changes in supply and demand affect prices.
- ✓ Government interference in the market can create shortages and surpluses.
- ✓ Taxation affects supply, demand, and prices.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How do prices affect supply and demand?
- ✓ What causes a change in supply and demand?
- ✓ How can we represent a change in supply and demand graphically?
- ✓ How can we use supply and demand to determine what a product will sell for in the market?
- ✓ Why are the slopes of the supply/demand curves of some products steeper than others?
- ✓ What are the advantages and disadvantages of government interference in the market?

### **Important Knowledge & Skills**

- ✓ Principle of Demand
- ✓ Principle of Diminishing Marginal Utility
- ✓ Elasticity of Demand
- ✓ Principle of Supply
- ✓ Elasticity of Supply
- ✓ Elastic and inelastic products
- ✓ Determining Price (Supply and Demand)
- ✓ Equilibrium/Market Price
- ✓ Analyze and Identify Changes in Supply and Demand
- ✓ Taxation's Effect on Supply, Demand and Prices
- ✓ Government interference and the creation of shortages and surpluses.

### **What are likely student misunderstandings?**

- ✓ A change in demand/supply is represented by moving along the existing demand/supply curve. (In reality this type of change shifts the entire curve to a new location.)
- ✓ A \$1 tax increase will lead to a \$1 increase in the price of a product.
- ✓ A person's desire for a good or service remains constant.
- ✓ Supply and Demand dictate price. (In reality, price determines supply and demand.)
- ✓ Quantity is graphed on the Y-Axis and price on the X-Axis.

### **What will students do to demonstrate their understanding?**

- ✓ Teacher auctions off an item and determines student demand for the product at various prices. This data is compiled into a demand graph on the board.
- ✓ Teacher offers to buy student pens for different prices. Number of students willing to supply/sell their pens is represented in a supply curve on the board.
- ✓ Students look at different demand graphs and identify which represent elastic/inelastic products.
- ✓ In groups, students determine their groups demand for certain products and create a demand graph. Hypothetical changes in the market are considered and students determine how this changes their demand for the product. The change in demand is then put on the same graph so that the two curves can be compared.
- ✓ Students participate in a "market of wheat" simulation. The class is divided in to buyers and sellers of wheat. Each gets a slip authorizing them to buy/sell at certain prices. They attempt to buy lower or sell higher than they are authorized to make the most profit. Students see how markets determine an equilibrium price, how profit motive and competition manifest themselves in a market.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Business Organizations and Finance**

#### 1. What do students need to understand?

- ✓ There are structural differences and advantages and disadvantages among various types of business organizations.
  - A corporation is formed through a several step legal and financial process.
  - A significant majority of American businesses are sole proprietorships; yet, a significant majority of the nation's GDP is created by Fortune 500 corporations.
- ✓ The stock market provides an opportunity for investors to buy a small portion of large corporations that they believe will increase in value and/or pay dividends.
- ✓ Investors use a variety of statistics to evaluate a company's stock price and whether it is a good or bad investment.
- ✓ Investors analyze stocks using three main approaches: Fundamental Analysis, Quantitative Analysis or Technical Analysis.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What is the best type of business organization in a particular scenario?
- ✓ Who has the power in a corporation?



- ✓ Which type of business is the most powerful? Why?
- ✓ What are the ramifications of corporations having more power than sole-proprietorships and partnerships?
- ✓ Why is the stock market only a small part of the U.S. economic picture?
- ✓ Why people buy stocks?

### **Important Knowledge & Skills**

- ✓ Sole proprietorship
- ✓ Partnership
- ✓ Corporation
- ✓ Unlimited liability
- ✓ Limited Liability
- ✓ Investment Banks
- ✓ Board of Directors
- ✓ Company Executives
- ✓ How to read and interpret the stock page
- ✓ Securities and Exchange Commission

### **What are likely student misunderstandings?**

- ✓ Most businesses are corporations.
- ✓ Small businesses account for most of the nations GDP.
- ✓ The stock market indicates whether the economy is doing good or bad.
- ✓ A high stock price means a company is more valuable than one with a low price.
- ✓ Penny-stocks are great investments because you can buy so many for so little.

### **What should students only be familiar with?**

- ✓ Value, Growth, Quality, Income, GARP
- ✓ Selling Short
- ✓ Buying on Margin
- ✓ P/E Ratio
- ✓ Beta Statistic
- ✓ % Yield
- ✓ Why is the P/E ratio the most important investment statistic?
- ✓ What are the flaws of the P/E ratio?
- ✓ How to read a financial statement

### **What will students do to demonstrate their understanding?**

1. Students will be given a stock page and asked to locate specific information.
2. Students will team with a partner and simulate buying stocks on margin. After a simulated “Black Tuesday” students will calculate their losses and assess the dangers of buying on margin.
3. Students will watch the Oliver Stone film “Wall Street” and connects concepts from the unit with events in the movie.
4. Students will be given a mock \$100,000 to invest on the website “Stocks Quest.” Students will document their rationale for purchasing particular stocks and evaluate their success or failure.

5. Students will watch a video clip of the founders of Cisco Systems and their investment bankers. They will identify the risks and rewards of working with investment bankers and taking your company public.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Productivity**

#### 1. What do students need to understand?

- ✓ Increasing productivity is one of the essential elements of a thriving business and economy.
- ✓ Productivity is calculated by dividing total output by total input.
- ✓ Increasing productivity can lead to lower employment.
- ✓ Employers and workers concerns often conflict over productivity and job security.
- ✓ As companies get bigger they become more efficient up to a certain point due to economies of scale.
- ✓ If companies get too big their productivity decreases due to diseconomies of scale.
- ✓ Government regulation can diminish productivity.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why is productivity important?
- ✓ How do companies calculate productivity and apply these numbers to their business decisions?
- ✓ Why do management and workers fight over productivity?
- ✓ How has productivity issues affected the American economy in the past?
- ✓ What is Marginal Analysis?
- ✓ Why can adding additional workers hurt productivity and profits?
- ✓ What affect does government interference have on productivity?
- ✓ Is government interference necessary?

### **Important Knowledge & Skills**

- ✓ Productivity
- ✓ Calculating productivity
- ✓ Law of Diminishing Returns
- ✓ Economies of Scale
- ✓ Productivity in the United States
- ✓ Marginal Analysis
- ✓ Point of Diminishing Returns
- ✓ Point of Negative Returns
- ✓ Profit Maximization

### **What are likely student misunderstandings?**

- ✓ Marginal Costs/unit are the same thing as total additional costs.
- ✓ Marginal Revenues/unit are the same thing as total additional revenue.
- ✓ Adding workers will always increase productivity.

- ✓ Students will often confuse the point of diminishing returns with the point of negative returns.

### **What should students only be familiar with?**

- ✓ Productivity issues in 20<sup>th</sup> century U.S. farming.
- ✓ What will students do to demonstrate their understanding?
- ✓ In groups, students will form companies to make paper airplanes. They will compete with other groups to be the most productive company. Students will identify variables that increase or decrease productivity.
- ✓ Students will be given worksheets with several business scenarios. They will use the data to calculate productivity, the point of diminishing returns, the point of negative returns and the point of profit maximization.
- ✓ Students will be given data for a fictional company “The Miracle Lantern Company.” Using marginal analysis they will identify the point of profit maximization and thus the ideal number of workers to hire for that company.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Monopoly and Competition**

1. What do students need to understand?
  - ✓ There are several advantages and disadvantages to monopolies, monopsonies, oligopolies and monopolistic competition.
  - ✓ In the absence of government intervention, companies often collude to fix prices.
  - ✓ Leading corporations in a market often set prices for an entire industry.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ How do monopolies, monopsonies, oligopolies and monopolistic competition infringe on pure competition?
  - ✓ Is pure competition always desirable?
  - ✓ What are some modern examples of monopolies?
  - ✓ Has the government broken up any monopolies today as they did Standard Oil in the early 20<sup>th</sup> century? Why or why not?

### **Important Knowledge & Skills**

- ✓ Pure Competition
- ✓ Monopoly
- ✓ Monopsony
- ✓ Monopolistic Competition
- ✓ Oligopoly
- ✓ Market Power

- ✓ Collusion
- ✓ Price Leadership
- ✓ Interstate Commerce Act
- ✓ Sherman Anti-Trust Act

### **What are likely student misunderstandings?**

- ✓ There are no monopolies in the United States.
- ✓ Monopolies are always bad.
- ✓ The Sherman Anti-Trust Act was used immediately to break up monopolies like Standard Oil.
- ✓ The government continues to successfully break up monopolies.
- ✓ The U.S. markets are increasingly competitive.

### **What should students only be familiar with?**

- ✓ Horizontal and Vertical Mergers
- ✓ Pools
- ✓ Trusts
- ✓ Holding Companies
- ✓ Interlocking Directorate
- ✓ Cartels

### **What will students do to demonstrate their understanding?**

1. Students will read and evaluate the case studies of Standard Oil, AT+T and Microsoft and compare and contrast how monopolistic each is. Students will then assess whether each company should have been or should be treated the same by the government?
2. Students will create skits that illustrate one of the types of monopolies: pool, 19<sup>th</sup> century trust, holding company, interlocking directorate and cartel.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Trends in the Labor Force and Unions**

1. What do students need to understand?
  - ✓ New jobs in the United States are being created in the service industry.
  - ✓ Jobs are declining in the agricultural and blue collar sectors.
  - ✓ Education is directly linked to whether one is employed and how much one will earn.
  - ✓ The salary of jobs is primarily determined by the principles of supply and demand.
  - ✓ The relationship between government and unions fluctuates between being hostile and friendly.
  - ✓ Union power has been declining over the past 50 years.
  - ✓ Collective bargaining is the primary source of union power.
  - ✓ The basic aims of unions are job security, wages, and workplace conditions.
  - ✓ Management and unions have several tools and strategies for achieving their goals.

## 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Where are the new jobs in the United States' economy?
- ✓ Why is education so important to one's employment opportunities?
- ✓ Do we pay people based on how much we value what they do?
- ✓ Why do some people hate unions and why do some people say unions are essential to a market economy?
- ✓ What is the relationship between the government and unions?
- ✓ Why has union power declined over the past 30 years?
- ✓ What do unions want?
- ✓ How do unions get what they want?

## Important Knowledge & Skills

- ✓ Major Goals of Unions
- ✓ Ways Unions Pressure Management
- ✓ Ways Management Pressure Unions
- ✓ Qualities of a Good Negotiator
- ✓ Republicans support management and Democrats support unions

## What are likely student misunderstandings?

- ✓ Union power is at an all time high.
- ✓ Education is not very important to one's earning potential.
- ✓ Wages are determined by how much society values what a person does.

## What should students only be familiar with?

- ✓ History of the rise of unions
- ✓ Regional differences in attitudes towards unions
- ✓ Forces that affect the demand and supply of labor

## What will students do to demonstrate their understanding?

1. Students will watch *The Simpson's* episode "Last Exit Springfield" when Homer become president of the plant union and connect the jokes and historical references to concepts discussed and studied in class.
2. Students will participate in a simulation where they attempt to survive to the next round by purchasing abundant necessary items and earn rewards by purchasing scarce luxury items. At the end of the simulation they will analyze why luxury items sold for more than necessary survival items. They will then apply this concept to the "Diamond-Water Paradox" or why Shaquille O'Neal makes more than the Sharon Chief of Police.
3. Students will be assigned to either a management or union group and collectively bargain for a new contract. Students will start with information on the current contract and recent collective bargaining outcomes in the same industry. Students will write a reflection that connects their experiences to concepts learned in class discussion and outside readings.
4. Students will read an article on unions failed attempts to unionize America's largest employer, Wal-Mart. They will identify the challenges of unionizing this company, the role the

government plays in unionization, and whether it is preferable for the country that Wal-Mart employees be unionized.

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## **Social Studies Course: Economics**

### **Enduring Understandings about the Consumer in the American Economy**

#### 1. What do students need to understand?

- ✓ Consumer spending is the most important cog in the American economy
- ✓ Income, expectations for the economy (consumer confidence index), psychology (self-fulfilling prophecy, peer pressure), and corporate marketing all affect consumers' decision to spend or save.
- ✓ Compared to other industrialized nations, American consumers save very little.
- ✓ Politicians face a paradox in trying to encourage saving or spending.
- ✓ Personal savings are vital to an individual's economic health.
- ✓ Compounding interest is a powerful advantage over the long term.
- ✓ There are numerous savings vehicles with advantages and disadvantages.
- ✓ Consumer spending ripples throughout the economy.
- ✓ Corporations hire "cool hunters" to stay ahead of teenage trends in order to make money on the increasing buying power of teenagers. Teenage behavior is influenced heavily by corporate-created images and values.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Do teenagers create trends or do corporations sell trends to teenagers?
- ✓ Why is the male stereotype so much different from the female stereotype?
- ✓ Of consumer, business and government spending, which is the most important?
- ✓ What variables affect a consumer's decision to spend or save?
- ✓ Do Americans save too much or too little?
- ✓ Should the government encourage more spending or saving?
- ✓ What savings options are available to Americans?
- ✓ What are the advantages and disadvantages of particular savings vehicles?
- ✓ Why is the President reluctant to deliver bad economic news?

### **Important Knowledge & Skills**

- ✓ Cool Hunter
- ✓ Circular flow model of consumer spending
- ✓ Consumer Confidence Index

### **What are likely student misunderstandings?**

- ✓ The President accurately reports the state of the economy to the country.
- ✓ Business and government spending is more important than consumer spending.
- ✓ Corporations follow the lead of teenage trends.

- ✓ Americans save enough money to retire.

### **What should students only be familiar with?**

- ✓ Mutual Fund
- ✓ IRA
- ✓ Bonds
- ✓ 401(k) or 403(b)
- ✓ Treasury Bond

### **What will students do to demonstrate their understanding?**

1. Students will view the *Frontline* video “Cool Hunters” and analyze how corporations package and sell products and images to teenagers. Students will evaluate how independent their buying decisions are from corporate influence.
2. Students will draw a consumer spending flow chart and analyze why the 67% of GDP spending attributed to consumers may be understated.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Money in the Economy**

1. What do students need to understand?
  - ✓ Money acts as a medium of exchange, standard of value and a store of value.
  - ✓ The value of money fluctuates.
  - ✓ The Consumer Price Index measures inflation.
  - ✓ Inflation has different causes.
  - ✓ Inflation can destroy a nation’s economy.
  - ✓ Some people benefit and others lose from inflation.
  - ✓ Currency (coins and bills) only makes up 19% of the money supply.
  - ✓ Most transactions are done by check or automated transfer.
  - ✓ The creation of the Euro is challenging the U.S. dollar for supremacy in international finance.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ Why did money replace the barter system?
  - ✓ What are the three functions of money?
  - ✓ What is inflation?
  - ✓ What are the causes of inflation?
  - ✓ How does inflation affect different groups of people?
  - ✓ How do we measure inflation?

### **Important Knowledge & Skills**

- ✓ History of Money

- ✓ 3 Functions of Money
- ✓ Types of Money
- ✓ Production and Distribution of Money
- ✓ Inflation and Consumer Price Index
- ✓ Causes and Types of Inflation
- ✓ Measuring Nation's Money Supply

### **What are likely student misunderstandings?**

- ✓ Money's value is constant.
- ✓ Money is backed by gold in Fort Knox.
- ✓ The total of all coins and bills equals the amount of money in the nation.
- ✓ If a country's economy is doing poorly it can just print more money to solve the problem.

### **What should students only be familiar with?**

- ✓ The breakdown of the different kinds of money
- ✓ Different ways of measuring the nation's money supply
- ✓ How currency is produced and distributed

### **What will students do to demonstrate their understanding?**

1. Student will analyze a U.S. Dept. of Labor CPI chart and brainstorm the price of products today and calculate their price in January 1992.
2. Students will bid with fake money provided by the teacher for bonus points on the upcoming test. The teacher will continue to distribute more money to the class. After several rounds students will explain why the price of the bonus points increased for the same product. In addition, students will evaluate the value of their money now that there are no more products to be purchased. Lastly, students will take this knowledge and use it to explain why inflation is stable in prosperous countries and highly volatile in economically weak countries.

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## **Social Studies Course: Economics**

### **Enduring Understandings about Banks and Banking**

1. What do students need to understand?
  - ✓ Different types of banks serve different functions.
  - ✓ Deposits in banks expand the nation's money supply more than the amount of the initial deposit.
  - ✓ The U.S. government insures bank accounts through the FDIC, creating the confidence in banks that is essential to a healthy economy.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ What vital role do banks play in the economy?
  - ✓ How do banks help expand the nation's money supply?



- ✓ How do banks make money?
- ✓ What different types of banks exist and what roles do they play?
- ✓ When people lost faith in banks have and what does the government do to prevent this from happening?

### **Important Knowledge & Skills**

- ✓ Commercial Bank
- ✓ Savings and Loan Association
- ✓ FDIC
- ✓ Reserves
- ✓ Mortgage
- ✓ Cash in Vault
- ✓ Reserve Ratio
- ✓ Mutual Savings Bank
- ✓ Thrifts

### **What are likely student misunderstandings?**

- ✓ Banks keep all your deposited money in a vault.
- ✓ The only way to expand the nation's money supply is to print more money.

### **What should students only be familiar with?**

- ✓ Origins of banking.
- ✓ Importance of the banking collapse after the Black Tuesday 1929.
- ✓ Source and outcome of the 1980's S&L Scandal.

### **What will students do to demonstrate their understanding?**

1. On a worksheet, students will trace the path of a \$50,000 deposit through the banking system and calculate how much the \$50,000 expanded the money supply.
2. Students will identify what type of bank their family uses.

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## **Social Studies Course: Economics**

### **Enduring Understandings about the Federal Reserve System**

1. What do students need to understand?
  - ✓ The Fed plays a crucial role in limiting inflation and encouraging economic growth.
  - ✓ The Fed can lower the reserve ratio, change interest rates and buy/sell securities to expand or contract the nation's money supply.
  - ✓ The Fed acts as a public/private national bank despite the debate over the merits of such a bank that started in the 1790's and continued until 1913.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why did the Government create the Fed?
- ✓ What is the importance of an elastic money supply?
- ✓ Why is the Chairman of the Fed so powerful?
- ✓ How does the Fed attempt to limit inflation and encourage economic growth?

### **Important Knowledge & Skills**

- ✓ Elastic Currency
- ✓ Monetary Policy
- ✓ Discount Rate
- ✓ The Fed
- ✓ Open Market Operations
- ✓ Deposit Multiplier

### **What are likely student misunderstandings?**

- ✓ Money is created only by the government printing more.
- ✓ There is no way to control inflation.
- ✓ The only thing the Fed does is change interest rates.

### **What should students only be familiar with?**

- ✓ How The Fed is structured
- ✓ Calculating price using the equation of exchange

### **What will students do to demonstrate their understanding?**

1. Students will be given different economics problems facing the country and suggest actions the Fed can take to improve economic conditions.

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## **Social Studies Course: Hidden Histories**

### **Enduring Understandings About Prejudice and Discrimination in the United States**

1. What do students need to understand?

- ✓ The economic and social status of any given group within society are interdependent.
- ✓ There is not always equality of opportunity in the US.
- ✓ Prejudice creates barriers to success that can not always be overcome by groups or individuals.
- ✓ Institutionalized prejudice still exists within the infrastructure of the US government and society.
- ✓ The presence of diversity does not negate the presence of prejudice.
- ✓ Prejudice is apparent in the media and in our everyday interactions .
- ✓ Different groups arrived in the US under different circumstances.
- ✓ Major world events have an effect on the assimilation process of any given immigrant group in the US.
- ✓ The issues of immigration and assimilation have been apparent throughout the history of the US.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What stereotypes currently exist about the groups we will be studying?
- ✓ How are these stereotypes manifested in the media and in our everyday lives?
- ✓ How do these stereotypes affect a group's ability to prosper within American society?
- ✓ How might these stereotypes lead to institutionalized discrimination?
- ✓ How do world events effect immigrant patterns and assimilation of immigrant groups into American culture?

### **Important Knowledge and Skills**

- ✓ Students will be able to define and use the following terms in debate and writing:
  - Unearned privilege
  - Prejudice
  - Stereotype
  - Discrimination
  - Institutionalized discrimination/prejudice
  - Racism
  - Sexism
  - Homophobia
  - Xenophobia
  - Ethnocentrism
  - Diversity
  - Inclusion
  - Dominant vs. target groups
  - Conservative
  - Liberal
  
- ✓ Basic immigrations patterns and policy in the US

### **What are likely student misunderstandings?**

- ✓ There is equality of opportunity in the US.
- ✓ People can always overcome societal barriers created by prejudice through hard work.
- ✓ Institutionalized prejudice has greatly diminished over the past 100 years.
- ✓ The presence of diversity eliminates prejudice.
- ✓ Media images have no effect on the treatment of specific groups in formal settings.
- ✓ Immigrants are responsible for many of the social and economic problems in the US.

### **What will students do to demonstrate their understanding?**

1. Students will view examples of video/ media images portraying certain groups and generate a list of stereotypes embodied in those images. Possible movies to demonstrate stereotype using short clips from each:

- *Breakfast at Tiffanies/ 16 Candles/ Romeo Must Die* (Asian Americans)
- *Meet the Parents* (Jewish Americans)
- *Ferris Bueler's Day Off* (Mexican Americans)

- *St. Elmo's Fire* and clips from *Will and Grace* (Gay Americans)
  - *Not Without My Daughter* (Arab Americans)
  - *Save the Last Dance* (African Americans)
2. Students will generate definitions for vocabulary words and discuss distinctions between prejudice and discrimination.
  3. Students will use journal entries to express their understandings of and experiences with discrimination.
  4. Students will analyze statistics relating to poverty and race in the US and discuss changes in patterns over time.
  5. Students will read and discuss articles discussing the relationship between poverty, race and political power in the US.
  6. Students will engage in experiential activities and discuss their understanding of in group/ out group relations.
  7. Students will complete a two-part project:
    - Students will choose one group to research and write a short summary of the stereotypes and laws effecting that group.
    - Students will produce and present an artistic representation of the manifestation of the stereotypes in the media and at Sharon High School

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## **Social Studies Course: Hidden Histories**

### **Enduring Understandings About Groups Colonized and Conquered Within the United States (Native and Mexican Americans)**

1. What do students need to understand?
  - ✓ Native Americans and Mexican Americans are both groups that experienced conquest by the colonizers and later the American government.
  - ✓ The US has a historical policy forced integration toward Natives and Spanish-speaking groups within its borders. Some historians consider this policy to be genocide.
  - ✓ These policies of genocide and integration have had a continuing effect on the ability of these groups to prosper in the US.
  - ✓ There are many culturally and ethnically distinct groups of Native Americans and Spanish speaking peoples in existence within the US.
  - ✓ Differences between Native groups and between Spanish speaking groups have been used historically by the colonizers and by the US government to maintain control over these groups.
  - ✓ Some Native American nations attempt to maintain political, cultural and economic autonomy within the borders of the US.
  - ✓ Some Spanish speaking groups in the US attempt to maintain cultural autonomy.
  - ✓ Native and Mexican Americans have made and continue to make significant contributions to American culture and society.
2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What aspects of culture led to continued conflict between these groups and the colonizers/ US government?
- ✓ What makes the experience of Natives and Mexican Americans different from the experiences of other groups within the US?
- ✓ Was the policy toward Native Americans and Spanish-speaking groups genocide?
- ✓ Why are there so many Mexican immigrants to the US?
- ✓ What major issues do these groups face today?
- ✓ How have these groups contributed to existing American culture?

## **Important Knowledge and Skills**

- ✓ Mexican American War
- ✓ Migration patterns of Mexicans and Mexican Americans
- ✓ Modern reform movements: (Cesar Chavez, Che Guevera )
- ✓ Current issues: (NAFTA, bilingual ed., migrant workers, etc.)
- ✓ Native Americans: colonial experience and formation of US: (Diary of Captain Bradford, Squanto mythology/ 1<sup>st</sup> Thanksgiving, Great Swamp Massacre, Small Pox, Wounded Knee, Massasoit, King Philips War, etc.)
- ✓ History of reservation system, BIA
- ✓ Important treaties
- ✓ Modern Native nations/ current issues
- ✓ History of education as integration
- ✓ Students will use research skills to find primary source information about current events.
- ✓ Students will use writing skills to reflect and to integrate research into expository writing.
- ✓ Students will learn MLA format for documentation in research writing.
- ✓ Students will use public speaking and debate skills.

## **What are likely student misunderstandings?**

- ✓ Pilgrims were first Europeans to come in contact with North American natives.
- ✓ Natives Americans have been fully integrated into American society.
- ✓ Native and Mexican Americans have made few contributions to US history and culture.
- ✓ The primitive and “inferior” nature of Mexican and Native cultures made their defeat and domination by Anglo American society inevitable.
- ✓ All native groups constitute one single ethnic political and social group with one set of values.
- ✓ All Spanish-speaking groups in the US constitute one single ethnic social and political group with one set of values.
- ✓ The primitive and “inferior” nature of Native and Mexican cultures have kept these groups from prospering socially politically and economically in modern US society.
- ✓ All Native and Mexican Americans are poor.

## **What will students do to demonstrate their understanding?**

1. Students will read and discuss primary source materials about Native schools and the Chicano experience.
2. Students will use journal entries to express understanding of the experiences of Natives and Mexicans.
3. Students will view and analyze video clips: (*Smoke Signals* and *Stand and Deliver*)

4. Project:
  - Students will each choose a current event effecting one of the two groups.
  - Students will do research and write a short description of the event.
  - Students will present event to the class and explain how the event reflects the historical experience of the group within American society.

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## **Social Studies Course: Hidden Histories**

### **Historical Understandings about Immigrant Groups in the United States (Arab Americans and Asian Americans)**

1. What do students need to understand?
  - ✓ There are many culturally distinct groups of Arabs and Asians currently living in the US.
  - ✓ Physical and religious differences between these groups and mainstream American society do not always impede their ability to integrate and make significant contributions to American society.
  - ✓ The physical and religious differences between these groups and mainstream society have been used historically by the US government to achieve certain political goals.
  - ✓ The US government has enacted specific laws singling out these groups to maintain control.
  - ✓ Arab and Asian Americans have made and continue to make significant contributions to American culture.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ How are the experiences of these groups different from the experiences of other groups in America?
  - ✓ Under what circumstances did these groups arrive in the US?
  - ✓ What was the historical context surrounding the institutionalized discrimination against these two groups?
  - ✓ What issues are these groups facing today?
  - ✓ What contributions have these groups made to American society?

### **Important Knowledge and Skills**

- ✓ Early Chinese Immigration: (Yung Wing, Leland Stanford, Chinese Immigration Act, Rail Road, etc. )
- ✓ WWII and Japanese Internment: ( FDR, Pearl Harbor, Internment Camps etc.)
- ✓ Korean War and Vietnam War
- ✓ Post Vietnam Issues:( Détente, Nixon, model minority stereotype, etc.)
- ✓ Formation of Modern Arab states: (Breakup of Ottoman Empire, Creation of Israel etc.)
- ✓ Modern Points of Conflict: (Iranian Revolution, Hostage Crisis, Carter, Reagan, Shah of Iran, Ayatollah, Bin Laden, terrorism, etc. )
- ✓ Modern Politically active Arab Americans: (Donna Shalala, Ralph Nader, John Sununu, Philip Habib, etc.)
- ✓ Modern Arab and Asian American cultural Icons: (Doug Flutie, Paula Abdul, Selma Hayek, Jackie Chan, Bruce Lee, Connie Chung, etc)
- ✓ Current Issues for Arab Americans: (USA Patriot Act, Affirmative Action, Racial Profiling etc. )

- ✓ Students will use persuasive arguments integrated with research and understanding of current events to prove their points.
- ✓ Students will be expected to argue persuasively both in writing and in oral debate.
- ✓ Students will use analytical skills to compare different historical events.

### **What are likely student misunderstandings?**

- ✓ Arabs in America constitute one social, political, ethnic and economic group.
- ✓ Asians in America constitute one social, political, ethnic and economic group.
- ✓ Physical differences between these groups and mainstream society make it impossible to fully integrate.
- ✓ Members of these groups are all recent immigrants.
- ✓ Cultural characteristics of each group make that group particularly well suited to specific economic endeavors.
- ✓ Arabs and Asians have not made significant contributions to US culture.
- ✓ Religious differences between these groups and mainstream American society make full integration impossible.
- ✓ All Arabs are terrorists.

### **What will students do to demonstrate their understanding?**

1. Students will read and analyze primary source materials.
2. Students will debate the usefulness and legality of racial profiling.
3. Students will view and discuss documentary film: "Becoming American: The Chinese American Experience."
4. Students will use journal entries to express understandings.
5. Students will engage in debate.
6. Essay: Students will first debate and then write an essay comparing the treatment of the Japanese after Pearl Harbor and the Arabs after 9/11.

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## **Social Studies Course: Hidden Histories**

### **Enduring Understandings About "Invisible Minorities" (Minorities That Do Not Have Distinguishing Physical Attributes): Jewish Americans and Gay Americans**

1. What do students need to understand?
  - ✓ Lack of distinguishable physical attributes does not preclude discrimination.
  - ✓ Gay and Jewish people have historically experienced institutionalized discrimination in the US.
  - ✓ Gay and Jewish people have a variety of social religious and political values.
  - ✓ Being Gay is an innate attribute and not a choice.
  - ✓ Straight men are more likely to be pedophiles than Gay men.
  - ✓ Gay and Jewish people live at all points on the economic spectrum.
  - ✓ Gay and Jewish people have made significant contributions to American culture.
  - ✓ Social status has defined economic opportunity and political activity for both groups.

2. What are the key questions that frame understanding and focus teaching and learning?
  - ✓ What makes the experience of these two groups different from other groups in American society?
  - ✓ What major issues do these groups face today?
  - ✓ What was the historical context surrounding the institutionalized discrimination against these groups in the US?
  - ✓ What are the cultural norms that fomented prejudice against these groups?
  - ✓ How did these groups contribute to American culture?

### **Important Knowledge and Skills**

- ✓ Settlement patterns for Jewish and Gay communities
- ✓ Early US Gay movement: (Mattachine Society, Daughters of Bilitis )
- ✓ Civil Rights era Gay movement: (Stonewall, Greenwich Village , Bayard Rustin Harvey Milk, etc.)
- ✓ Aids and the 1980-1990s: (Ellen Degeneres, Rock Hudson, Greg Louganis, March on Washington 1987, etc.)
- ✓ Modern Gay movement and Issues: (GLAD, Mass. Supreme Court case on gay marriage, affirmative action, etc.)
- ✓ WWII ( Holocaust, Red Scare, McCarthyism, Rosenbergs, etc. )
- ✓ Immigration Patterns for Jews
- ✓ Jewish Activism (Garment district, labor movement )
- ✓ Culturally important individuals: (Brandeis, Einstein, Leonard Zakem, Cole Porter, Oscar Wilde, Jane Adams, Eleanor Roosevelt, etc. )
- ✓ Students will integrate specific real world experiences with abstract research to deepen understanding.

### **What are likely student misunderstandings?**

- ✓ All lesbians hate men.
- ✓ Being Gay is a choice.
- ✓ All Gay people are perverts or promiscuous and should not be around children.
- ✓ Jewish people and gays do not experience discrimination because they are able to blend or pass into mainstream society.
- ✓ All Jewish people are wealthy, well educated and politically powerful.
- ✓ All Jewish people share the same set of social religious and political values.
- ✓ All Gay people share the same set of social, religious and political values.
- ✓ Exposure to Gay people may lead others to become Gay.
- ✓ Gay people and Jewish people can be distinguished by the way they look.
- ✓ The struggle for Gay rights is a recent phenomenon.
- ✓ Gay people have no historical past.

### **What will students do to demonstrate their understanding?**

1. Students will view *And the Band Played On* and discuss the effect of institutionalized discrimination on AIDS research.
2. Students will read and analyze primary resources about the experiences of Jewish Americans.
3. Students will use journal writes and discussions to demonstrate understanding.



4. Project:

- Each student will conduct an interview with a Jewish or gay person. Ages of interviewees will vary.
- Students will discuss etiquette and sensitivity of their interviewee.
- Students will generate a list of questions to ask in an interview.
- Students will present interviews to the class.
- As a class students will discuss and compare experiences between the two groups and across time.

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## **Social Studies Course: Hidden Histories**

### **Enduring Understandings About the African American Experience**

1. What do students need to understand?

- ✓ African Americans have been contributing to American culture since the colonial era.
- ✓ Cultural contributions of African Americans have often been co-opted by mainstream white America.
- ✓ Divisions within the African American community have historically been manipulated by the US government. ( For example supporting MLK and opposing Malcolm X.)
- ✓ There are a wide range of political and social values within the African American community today.
- ✓ Music and art have served as major form of discourse within African American culture since the colonial era.
- ✓ African Americans have made significant academic contributions to American culture.
- ✓ African Americans continue to experience institutionalized discrimination which impedes their ability to access political economic and educational opportunity.

2. What are the key questions that frame understanding and focus teaching and learning?

- ✓ What makes the experience of this group different from the experiences of other groups in American society?
- ✓ What divisions have historically existed within the African American community?
- ✓ How have divisions within the African American community been exploited?
- ✓ What major issues does this group face today?
- ✓ How has the portrayal of African Americans in the media changed over time?
- ✓ What contributions have been made by African Americans and why are they often unknown or ignored by mainstream society?

### **Important Knowledge and Skills**

- ✓ Phyllis Wheatley
- ✓ Abolition era : ( Frederick Douglas, Underground Railroad, Harriet Tubman, quilts, etc.)
- ✓ Post Civil War Era: (14<sup>th</sup> & 15<sup>th</sup> Amendments, Booker T. Washington, W.E.B. DuBois, Accommodation vs. Assimilation, etc. )
- ✓ Harlem Renaissance and authors ( Zora Neal Hurston, James Baldwin)
- ✓ Jazz/ Blues/Rock/Rap: (Billie Holiday, Ella Fitzgerald, BB King, Cab Calloway etc. )
- ✓ Important actors: (Dorothy Dandridge, Sidney Poitier, Bill Cosby, Oprah, etc. )

- ✓ Civil Rights Movement and leadership: (MLK, Brown V. Board of Ed, 1964 Civil Right legislation, March on Washington, etc. )
- ✓ Militarism/ Black Nationalism: (Marcus Garvey, Angela Davis, Black Panthers, Malcolm X etc. )
- ✓ Modern movement: (Jesse Jackson, Al Sharpton, Louis Farrakhan, Coretta Scott King etc. )
- ✓ Conservative black leaders: (Colin Powell, Condoleezza Rice etc. )
- ✓ Modern problems and issues: (Rodney King, OJ Simpson, affirmative action, etc. )
- ✓ Students will understand and communicate the importance of cultural artifacts as research and evidence of social, political and economic history.

### **What are likely student misunderstandings?**

- ✓ African Americans have achieved equal social and economic status in the U.S.
- ✓ The Civil Rights Movement is over.
- ✓ The Civil Rights Movement began in the 1960s.
- ✓ All African Americans share the same social and political values.
- ✓ There are few wealthy or well-educated African Americans.
- ✓ African Americans constitute the majority of drug users and dealers in the US.
- ✓ Before the 1960s African Americans did not make significant contributions to American culture.
- ✓ African Americans are not as intelligent as white Americans.
- ✓ African Americans in the South experience significantly more discrimination than those in other parts of the country.

### **What will students do to demonstrate their understanding?**

1. Students will read and discuss primary sources about the relationship between poverty, race and the military draft.
2. Students will read and discuss pieces of literature.
3. Students will analyze pieces of music and art to ascertain the change in portrayal over time: ( *Gone With the Wind*, *Roots*, *The Cosby Show*, *Barber Shop*, *Malcolm X* )
4. Project:
  - Each student will choose an area of the arts. (music, literature, film etc)
  - Students will choose 3 examples from the area they have chosen. Each example will be from a different time period.
  - Students will compare and contrast the 3 examples and explain how the differences reflect the change in the African American experience over time.
  - Students will present their analysis to the class.
  - Debate: After all presentations students will have an organized debate answering the question of whether or not the experience of African Americans has significantly changed over time.

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## **Social Studies Course: History of Nonviolence**

### **Enduring Understandings About Unit I: What is violence and where does violence come from?**

1. What do students need to understand?

- ✓ Violence is not a foregone conclusion to all global, political and social conflict.
- ✓ Society, media, politics, and other sometimes perpetuate violence outside influences.
- ✓ Violence is not simply physical abuse to another person, but it can take other forms such as poverty, injustice, social inequities, and oppression.
- ✓ Origins of Power: Where does power come from?
- ✓ The origins of violence are embedded in societies.
- ✓ Societies and governments have a history of resolving conflicts violently.
- ✓ People often resolve conflicts between one another violently.
- ✓ American media and educational institutions perpetuate a culture of violence.
- ✓ Social and political changes regarding nonviolence do not occur, in part, because of the persistence of war and because traditional history classes study a string of wars, and by doing so, misrepresent history.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What are the nature and origins of violence?
- ✓ What are the effects of violence on both victim and perpetrator?
- ✓ What constitutes violence?
- ✓ What are nontraditional forms of violence?
- ✓ Is there such thing as “Just War”? If so, under what circumstances? If not, why?
- ✓ What happens to people who are exposed to violence? Can the human psyche “handle” it? (e.g. Abused children/adults, PTSD in soldiers)
- ✓ What is essential human nature violent or nonviolent?
- ✓ Are humans born tabula rasa? Does a violent culture breed violent humans?
- ✓ Is human society evolving and is nonviolence an “evolved” level of human problem solving?
- ✓ What 4 or 5 key concepts from psychology create “perceptual sets” to enable humans to resort to violence?
- ✓ Is poverty a form of violence?
- ✓ Is there a link between poverty and violence?
- ✓ Is there a link between oppression and violence? Between freedom and violence?
- ✓ From what does a political authority get its power? Is it from the barrel of a gun (violence) or from the power of the people’s cooperation (nonviolence)?
- ✓ Where does power come from? What are its origins?
- ✓ Does power come from violent strength, or from something else?
- ✓ Why are “history” and traditional education more focused on studying examples of violence and war than nonviolence and positive social change?

### **Important Knowledge & Skills**

- ✓ Origins of violence in society
- ✓ Rationales for ethical or just war
- ✓ The effects of violence on human psyche
- ✓ Violence comes in many forms including but not limited to physical, emotional, psychological, operational, social, ethical, etc.
- ✓ Exposure to violence increases the likelihood of its acceptance .
- ✓ Political systems perpetuate systems of violence.
- ✓ Some socially acceptable American traditions are considered by many to be ultra violent. (e.g. death penalty, eating meat, anti-environmentalism, the prison system, arms dealing, the Second Amendment, poverty)

- ✓ Exposure to violence has negative effects on children.
- ✓ Soldiers are not immune to suffering permanent psychological damage after being exposed to violence.
- ✓ Bandura's study on children and T.V.

### **What are likely student misunderstandings?**

- ✓ Human beings are violent by nature.
- ✓ American culture is not violent.
- ✓ Violence protects against violence.
- ✓ Political systems protect against violence.
- ✓ Exposure to violence does not have negative effects on children.
- ✓ Soldiers are immune to the negative effects of violence.
- ✓ Power derives its strength from violence and weapons.

### **What will students do to demonstrate their understanding?**

1. What is violence? Look for it in your life. Spend a day counting the number of times violence is a part of it. Interpret the evidence.
2. Go to toy store and count the violent games in it. Interpret the evidence.
3. Evaluate Hobbes' and Locke's views of the basic state of human nature.
4. Investigative project: How is violence in our culture perpetuated by the following?
  - Government
  - News
  - Educational System
  - Entertainment media – movies, TV, music, video games
  - Advertising
  - Children's toys
  - Internet
  - Sports
5. Use "Bandura's Study" to evaluate children and T.V.
6. Why has there been an increase in violence in schools perpetrated by children?
7. Watch *Bowling for Columbine* – What about American culture makes us particularly prone to violence in our society?
8. Watch *Dead Man Walking* – Analyze the issue of the death penalty vs. forgiveness.
9. Investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society.

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## **Social Studies Course: History of Nonviolence**

### **Enduring Understandings About Unit II: What is Nonviolence and where does it come from?**

1. What do students need to understand?

- ✓ Nonviolence does not mean inaction.
- ✓ The “History of Nonviolence” classroom is not a location for passive inaction. (!)
- ✓ Nonviolence requires a willingness to understand the view of others from their standpoint.
- ✓ Belief in nonviolence requires respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, and political or religious belief, physical or mental ability.
- ✓ Nonviolence requires a belief that individuals and groups of people can accomplish positive change.
- ✓ Nonviolence requires appreciation of and respect for diversity.
- ✓ Nonviolence requires self-esteem accepting the intrinsic value of one’s self.
- ✓ Nonviolence requires commitment to social justice, equity and nonviolence.
- ✓ Nonviolence requires concern for the environment and understanding of our place in the ecosystem.
- ✓ Nonviolence requires commitment to equality.
- ✓ Nonviolent action does not need religious or ethical nonviolence belief.
- ✓ Nonviolent action is not to be confused with “nonviolent resistance,” “civil resistance,” “passive resistance,” “nonviolence,” “people power,” “political defiance,” and “positive action.” Students should be able to differentiate between these terms.
- ✓ Nonviolence has a history in Indic and Chinese traditions as well as in Judeo-Christian and Islamic traditions.
- ✓ Many significant individuals have influenced the history of nonviolence.
- ✓ Disciples of nonviolence span a wide ideological spectrum ranging from anti-war to vegetarianism to Colman McCarthy’s position that the use of grades by educational institutions is a form of violence.
- ✓ “Ordinary” people have predominantly and successfully practiced nonviolent action.
- ✓ Nonviolent resisters should be prepared for violence against them.
- ✓ Both types of nonviolent action have been successful: those with charismatic leaders and those without.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How does religion address the issue of violence? good/evil ... angels/devils.
- ✓ Do people raised in different religious cultures view violence and justifications for using it differently?
- ✓ Are Christians raised on the teachings of Jesus Christ better able to accept the principles of non-violence?
- ✓ What are the roots of nonviolence in Indic and Chinese Traditions as well as in Judeo-Christian and Islamic traditions?
- ✓ Does nonviolent action depend on the assumption that people are inherently “good”?
- ✓ Do you need the support of masses of people to be successful in a nonviolent action?
- ✓ Can a small number effect change nonviolently without mass support?
- ✓ How have the following individuals contribute to the theories of nonviolence?
  - Buddha
  - Jesus Christ
  - Gandhi
  - Martin Luther King
  - Leo Tolstoy
  - Albert Einstein
  - Henry David Thoreau
  - Dorothy Day
  - Albert Camus
  - Thich Nhat Hanh

- Ginetta Sagan
  - Jeanette Rankin
  - Joan Baez
  - The Dalai Lama
  - Cesar Chavez
  - Nelson Mandela
  - Badshah Khan (Frontier Gandhi)
  - Sung San Suu Kyi
  - Coleman McCarthy
  - Mother Theresa
  - Howard Zinn
  - Gen Sharpe
  - Jeffery Sachs
- 
- ✓ Could non-violence ever be effective against an unjust oppressor?
  - ✓ Is violence ever necessary and if so, under what conditions?

### **Important Knowledge & Skills**

- ✓ The impact of the following women: Francis Kemner, Natalie Merchant, Ruth Sivare, Sister Jean, Tilda Kemplen, and Marie Cirillo
- ✓ Definitions of nonviolence, nonviolent action, pacifism, ahimsa, passivity, passive resistance, violent resistance
- ✓ Non-violent action is not to be confused with “nonviolent resistance,” “civil resistance,” “passive resistance,” “nonviolence,” “people power,” “political defiance,” and “positive action.” And these above terms often carry loaded meanings beyond that of nonviolent action or nonviolent struggle.
- ✓ Define and differentiate between “nonviolent resistance,” “civil resistance,” “passive resistance,” “nonviolence,” “people power,” “political defiance,” and “positive action.”
- ✓ Nonviolence is active, not passive.

### **What are likely student misunderstandings?**

- ✓ Students understanding of nonviolence is likely limited to thinking that it is limited to antiwar activism and pacifism.
- ✓ Violence works quickly, and nonviolent struggle takes a long time to bring results. This is NOT true. Wars sometimes take years and nonviolent struggles only a few days or weeks.
- ✓ Nonviolence is based on human beings capacity to be “stubborn.”
- ✓ To use nonviolent action effectively, people have to be pacifists or saints.
- ✓ It is more heroic and patriotic to be a soldier than to be a pacifist.
- ✓ Nonviolent action is cowardly and unpatriotic.

### **What will students do to demonstrate their understanding?**

1. Students lecture on the definitions of nonviolence, nonviolent action, pacifism, ahimsa, passivity, passive resistance, violent resistance.
2. Biography project: Students develop hot lists for some of the individuals we will be studying. Students research an important individual in the development and use of non-violent resistance. As

part of the project, students use primary source documents and writings by the individual, including diary entries, quotes, and speeches from the hot list sites when possible.

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## **Social Studies Course: History of Nonviolence**

### **Enduring Understandings About Unit III: When has nonviolence been effectively used in history? How might it be encouraged in the future?**

1. What do students need to understand?

- ✓ Nonviolent actions are effective not just in democratic societies that are respectful of human rights.
- ✓ Nonviolent action has been widely used against all types of systems from democratic to totalitarian.
- ✓ Sometimes nonviolent struggles in repressive systems have been more successful than those within democratic systems.
- ✓ The use of nonviolence by politicians, governments, and social institutions must be encouraged.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What are the necessary conditions for a successful nonviolent action?
- ✓ When and why has nonviolence been used in the history of the 20<sup>th</sup> Century?
- ✓ What are the pre-twentieth century roots of nonviolence in world history?
- ✓ Why is nonviolence usually a more powerful force than violence?
- ✓ What are the various forms of nonviolent action?
- ✓ Why is nonviolent action less studied as “history” than examples of violence?
- ✓ What happened in the following nonviolent actions and why are they seldom studied in history?
  - The Russian Revolution of 1905
  - Indian Independence Campaign
  - The Muslim Pashtun Movement of the North-West Frontier of India
  - Norwegian Teachers Fight Fascism in 1942
  - Saving Jewish Husbands in Berlin 1943
  - Denmark, the Netherlands, the Rosenstrasse: Resisting the Nazis
  - El Salvador, Removing the General 1944
  - Ousting a Guatemalan Dictator 1944
  - Ending Bus Segregation in Montgomery Alabama
  - American Campaign for Civil Rights
  - French Defense against an Army Coup in 1961
  - California Grape Workers’ Strike and Boycott 1965-70
  - Czech and Slovak Defiance of Invasion 1968-69
  - African Laborers Strike, Namibia 1971-72
  - Mothers of the Plaza De Mayo, Argentina 1977-83
  - Poland’s Self-Liberation 1980-89
  - School Boycotts in South Africa 1984-87
  - People Power against the Philippine Dictator 1986
  - Burmese Defy the Military Dictators 1988-1990
  - Uprising and Repression in China 1989

- The Liberation of Czechoslovakia 1989
  - Latvians Restore Independence 1991
  - Blocking the Soviet Hard-Line Coup 1991
  - Defending Democracy in Thailand 1992
  - Removing the Dictator In Serbia 1996-2000
  - South Africa Campaign against Apartheid
- 
- ✓ What are the commonalities of all successful nonviolent actions?
  - ✓ What are the similarities in failed nonviolent actions?
  - ✓ Why don't we focus more on nonviolence as a viable political and social tool?
  - ✓ How might nonviolence be encouraged in our lifetimes and in our own future?

### **Important Knowledge & Skills**

- ✓ The elements for a successful nonviolent action
- ✓ Reasons and details of the success of the nonviolent actions of the following: Indian Independence, South African campaign against Apartheid, the American Civil Rights Movement, the overthrow of Slobodan Milosevic in Serbia
- ✓ The history of nonviolent action in 20<sup>th</sup> Century and reasons when and where it was successful
- ✓ Types and methods of nonviolent action and the technique for organizing a nonviolent resistance movement

### **What are likely student misunderstandings?**

- ✓ Successful nonviolent actions are few in number.
- ✓ Successful nonviolent actions always have a charismatic leader.
- ✓ Nonviolence has to be used only against relatively gentle and restrained opponents.
- ✓ Nonviolence is not practical against a particularly gruesome opponent.
- ✓ Nonviolence's success and power comes from a few individuals.
- ✓ War is the faster way to create change.

### **What will students do to demonstrate their understanding?**

1. Project: From the list of successful non-violent actions, prepare a presentation that addresses the following:

- What was the conflict?
- How was non-violence used? methods, etc.
- Why was non-violence successful or unsuccessful?

--After studying successful non-violent movements, generate a list of conditions necessary for successful non-violent action and apply them backwards to find an event from history and argue why non-violence would have worked as a means of conflict resolution.

2. Project: Choose a historical problem that was resolved using violent means. Study the history leading up to the event provide an analysis that argues that there was a juncture when economic, social and political pressure could have succeeded in ending the conflict instead of violence.

--To what extent should the MOVEMENT X be characterized as a nonviolent movement? (e.g. the ANC in South Africa, the Companeros in Guatemala)

--What can we do as individuals to encourage the use of nonviolence by our government, social institutions, etc?



## **Social Studies Course: History of Nonviolence**

### **Enduring Understandings About Unit IV: Nonviolence in Action -- Strategies, Methods and Techniques.**

1. What do students need to understand?
  - ✓ There are practical methods of using civil disobedience, nonviolent action, and conflict resolution.
  - ✓ There is nothing in nonviolent action to prevent it from being used for both “good” and “bad” causes.
  - ✓ Nonviolent action is a technique of struggle involving the use of psychological, social, economic, and political power in the matching of forces in conflict.
  - ✓ Although it sometimes is grounded in moral and religious justification, nonviolence does not require radical moral or religious adherence to be successful.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ How does one organize a successful nonviolent action?
  - ✓ What differentiates civil disobedience from nonviolent action from conflict resolution and from anti-war activism?
  - ✓ How can you apply the lessons learned from studying nonviolence in your own lives?
  - ✓ How can you encourage others to use nonviolent methods to resolve conflict?
  - ✓ What issue do you feel strongly enough about to organize a nonviolent action?

### **Important Knowledge & Skills**

- ✓ Organizing a nonviolent action takes diligence and careful planning.
- ✓ Nonviolent action can take many forms. (Over 200 are listed by Gene Sharp.)
- ✓ Nonviolent strategists must choose the best form of action for the stated objective.
- ✓ Nonviolent action derives its power from large masses of people.
- ✓ The nonviolent action must have the support of large masses of people.
- ✓ The definitions of civil disobedience, nonviolent action, and conflict resolution

### **What are likely student misunderstandings?**

- ✓ Nonviolence requires a radical moral or religious change in belief systems.
- ✓ A charismatic leader is necessary to wage nonviolent action.
- ✓ The consequences for waging nonviolent action will always be dire.
- ✓ Nonviolent action must be for a political cause.
- ✓ The use of nonviolent action is not applicable to a student’s everyday life.

### **What will students do to demonstrate their understanding?**

1. Students will articulate the differences between civil disobedience, nonviolent action, anti-war activism, pacifism, etc.

2. Culminating Project/Action Plan: Students will create frameworks for achieving peaceful, creative societies by practically creating, describing, and planning a nonviolent political or social movement. This action plan can take the shape of conflict resolution, civil disobedience, nonviolent action, or any of the other methods studied in this class.

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## Humanities Course Overview

The Humanities class is an interdisciplinary, multi-leveled, senior elective specifically designed to enhance student understanding around five key units:

- ✓ *Origins*
- ✓ *Illusion & Reality*
- ✓ *Freedom / Why do we fight?*
- ✓ *Caste & Class*
- ✓ *Love*
- ✓ *What End Awaits Us?*

All units are designed to enrich students in the areas of history, literature, the arts, philosophy and ethics, sociology, and economics. The course also teaches and reinforces study skills, active reading techniques, research methods, writing skills, mapping techniques and critical thinking.

Each unit engages students in an exploration of how culture impacts the six key social institutions: government, religion, economics, arts and architecture, technology, society. Students will discover that cultural changes do not occur in isolation and that “Mother Culture’s” impact has a ripple effect throughout the society. Film, theater, visual art and music are taught as a window that give us clues to what a society may have been like and what it may have valued.

Film is also an integral part of the program. Students may view all or portions of the following:

- ✓ *Modern Times*
- ✓ *Cool Hand Luke*
- ✓ *Mary Shelley’s Frankenstein,*
- ✓ *Boris Karloff’s Frankenstein,*
- ✓ *Mel Brooks: Young Frankenstein*
- ✓ *Contact*
- ✓ *Life is Beautiful*
- ✓ *2010*
- ✓ *Instinct*
- ✓ *A Waking Life*
- ✓ *Dead Man Walking*
- ✓ *A Street Car Named Desire*
- ✓ *Cry the Beloved Country*
- ✓ *Casablanca*
- ✓ *Sleeper*
- ✓ *Love and Death*
- ✓ *No Man’s Land*

The Humanities program uses a variety of assessments. The program has been creating assessment tools that allow students to demonstrate their knowledge in a variety of Howard Gardner's "multiple intelligences." Traditional essay writing, research papers, art projects, and theatrical performances, visual and audio assessments are all reinforced.

The Genius Project is a long term culminating activity designed to incorporate the application of knowledge and skills acquired during the year. The paper is broken down into six key pieces allowing students time to explore the life and times of their genius. In phase one of the project students create a brief background biography. Phases 2-6 seek to answer the following questions.

- What historical ideologies and events shaped your individual's life?
- How has society internalized your individual's body of work?
- What social movements or forces were at work during the period?
- Consider the impact of technologies or lack of technology on your individual.
- Who were the major influences and mentors, and how did they impact your individual's life and work?

The Genius Project also teaches and re-enforces research, writing, reading, computer and oratory skills, culminating with a multi-media presentation that educates, reinforces skills, and allows the presenters to demonstrate a multitude of skills.

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## **Social Studies / English Course: Humanities**

### **Enduring Understandings About: Origins of Man**

#### 1. What do students need to understand?

- ✓ "Mother Culture" tells gives us a blueprint for living our lives.
- ✓ Science and religion can coexist.
- ✓ Nature versus nurture is one of the major conflicts man faces.
- ✓ Man needs to create society for social order.
- ✓ The major tenets and moral codes of world religions are virtually the same.
- ✓ Myths and stories embody the values, morality, and laws of any culture.
- ✓ "A Leap of Faith" helps humans explain the unexplainable.
- ✓ The six key social institutions are the foundations of any society.
- ✓ "Taker" and "Leaver" societies are models for living determined by cultural forces.
- ✓ Change begins with individuals and their imagination.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How do monotheistic and polytheistic cultures differ?
- ✓ How do myths and fables impact culture?
- ✓ What is the nature of religious faith and how does it differ from scientific faith?
- ✓ What are the arguments regarding the creation theory versus evolution?
- ✓ Why is the concept of the 100<sup>th</sup> Monkey key to bringing about change?
- ✓ What questions does the novel *Frankenstein* raise about humanity?

- ✓ What is a “Frankenstein monster”?
- ✓ What does the novel *Frankenstein* reveal about man’s pursuit of knowledge?

## **Important Knowledge and Skills**

- ✓ Romantic Movement
- ✓ Industrial Revolution
- ✓ Leap of Faith
- ✓ Rousseau, Locke, Kant, Hobbes
- ✓ Takers and Leavers
- ✓ Mother Culture
- ✓ Baha’i
- ✓ Buddhism
- ✓ Christianity
- ✓ Confucianism
- ✓ Hinduism
- ✓ Islam
- ✓ Jainism
- ✓ Judaism
- ✓ Shinto
- ✓ Sikhism
- ✓ Taoism
- ✓ Zoroastrianism
- ✓ Secular Humanists
- ✓ Rites of passage
- ✓ Manhattan Project
- ✓ Genetic engineering
- ✓ Gothic and Romantic style
- ✓ Epistolary and frame story
- ✓ Satire and Parody

## **What are likely student misunderstandings?**

- ✓ “Taker” society is the only society.
- ✓ All religions are dramatically different.
- ✓ The social structures of all societies are different.
- ✓ Science and religion cannot coexist harmoniously.
- ✓ Science can explain everything.

## **What should students do to demonstrate their understanding?**

1. Students will create a fable demonstrating an understanding their assigned world religion. (Possible formats: animation, skits, storytelling, song, dance, and art.)
2. Using primary sources, students will identify and analyze the lies perpetrated by “Mother Culture” in a 3-5 page MLA formatted paper.
3. Students will complete an objective *Frankenstein* test and short essay in-class exam to measure understanding of literal and inferential themes. *Frankenstein* short essay topics: Is the creature bad because he is ugly or ugly because he is bad? What would Rousseau & Hobbes say about nature

versus nurture in the novel *Frankenstein*? What does Mary Shelley reveal to us about man's pursuit about of knowledge. How has Mary Shelley created a fusion of the romantic novel and the Gothic novel in *Frankenstein*?

4. After viewing Boris Karloff's 1931 *Frankenstein* and Mel Brooks' *Young Frankenstein*, students will create a modern satire.
5. Create a 'monster' in a collage format that reflects a specific contemporary social condition or human condition.
6. *Contact*: "The Star" 5-paragraph paper: Students explore the concept of a leap of faith taking into consideration that there are abstract ideas and events that cannot be explained through scientific investigation.

### **Works and Films:**

- ✓ *Ishmael*
- ✓ *The Soul of a Citizen*
- ✓ *Frankenstein*
- ✓ "The Star" short story
- ✓ Myths and fables
- ✓ *Contact*
- ✓ *Frankenstein Films (three versions)*
- ✓ *Instinct*
- ✓ *2010*

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## **Social Studies / English Course: Humanities**

### **Enduring Understandings About Illusion and Reality**

1. What do students need to understand?

- ✓ Humans negotiate the world and construct meaning for their experiences and existence.
- ✓ Human existence involves a leap of faith.
- ✓ Suffering is part of the human condition.
- ✓ Man establishes relationships to self, society, nature and God.
- ✓ Free will exists to allow individuals to make choices.
- ✓ Freedom requires responsibility.
- ✓ All societies and lifeways can be restructured.
- ✓ Individuals identify themselves in relation to the dictates of "Mother Culture".
- ✓ "Mother Culture" shapes our perception of reality.
- ✓ Public information within the "Mother Culture" is designed to sustain and support society.
- ✓ There are many schools of existential thought.
- ✓ Poets utilize symbolism and figurative language to communicate abstract ideas.
- ✓ Artistic movements and styles reflect the time period in which they are created.
- ✓ Art reflects man's understanding of his world.
- ✓ Industrial society has alienated man from nature and himself.

2. What are key questions that frame understanding and focus on teaching and learning?

- ✓ Where are the lines drawn between illusion and reality?
- ✓ How do our personal views about human nature help people empathize with others?
- ✓ What is free will? Determinism?
- ✓ What does art tell us about the civilization that creates it?
- ✓ How does a culture establish gender roles?
- ✓ Given that cultures share similar ethical beliefs, are universal human moral codes?
- ✓ How can existential thought be empowering to the individual?
- ✓ Why is the Christ figure such a common symbol in literature and film?
- ✓ What does it mean to live an authentic life?
- ✓ What is man's relationship with God?
- ✓ How can poetry serve as a reflection of one's inner thoughts?

### **Important Knowledge and Skills**

- ✓ Existentialism
- ✓ Pathetic and tragic characters
- ✓ Metaphor / Figurative language
- ✓ Surrealism
- ✓ Impressionism
- ✓ Post-impressionism
- ✓ Fauvism
- ✓ Romanticism
- ✓ Frescos
- ✓ Cubism
- ✓ Gothic art
- ✓ Modernism
- ✓ ERASINGFEF mnemonic

### **What are likely misunderstandings?**

- ✓ Existentialism is depressing, defeatist, and not worth studying.
- ✓ All existentialists are atheists.
- ✓ There is little difference between a pathetic and tragic character.
- ✓ Poetry is too abstract and difficult to understand.
- ✓ Art is boring and purely subjective.
- ✓ There is no such thing as bad art.
- ✓ Appreciation for art is only for intellectuals.

### **What should students do to demonstrate their understanding?**

1. Through poetry exercises and word games, students will demonstrate how to manipulate figurative language.
2. Students will research, script and perform a 10-minute dialogue between an assigned existential thinker and a historical person who affirms or challenges the philosophy/teachings of the assigned existentialist.

3. Students will write a gender-based essay examining the character Blanch DuBois and another female literary character using Arthur Miller's definition of tragic/pathetic characters.
4. Students will write a culminating personal philosophy paper, which addresses the elements of the ERASINGFEF mnemonic.
5. Students will research an artist and present a PowerPoint presentation to the class that identifies the period, movement, and thematic representations evident in the artist's works.

#### **Works:**

- ✓ *A Streetcar Named Desire*
- ✓ The Stranger
- ✓ *De Maupassant short stories*
- ✓ Plato ("Allegory of the Cave")
- ✓ Aristotle
- ✓ Camus' "The Myth of Sisyphus"
- ✓ Sartre plays *No Exit*
- ✓ Kafka stories
- ✓ Hemingway stories
- ✓ Beckett plays

#### **Films:**

- ✓ *A Waking Life*
- ✓ *A Streetcar Named Desire*
- ✓ *A Streetcar Named Marge* (*The Simpsons* episode)
- ✓ *Cool Hand Luke*

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## **Social Studies / English Course: Humanities**

### **Enduring Understandings About Freedom / Why do we fight?**

#### 1. What do students need to understand?

- ✓ Historians disagree whether the American Revolution was fought with economic motives or fought with economic motives.
- ✓ Civic responsibility is the key foundation of a democratic society.
- ✓ In a democracy, the social contract requires a degree of sacrifice from its citizens.
- ✓ In a healthy democracy, citizens need to be "their brother's keeper." ("*Ask not what your country*" "*a tiny ripple of hope*")
- ✓ Democracy, as a way of life, is not a system of government.
- ✓ Violence begets more violence.
- ✓ The American Revolution was born in Boston.
- ✓ The great conflict in American democracy is the between the rights of the individual and the rights of the group.
- ✓ War should be the last option. "You go to war only when you have to, not when you want to." (John Kerry)
- ✓ The ends don't always justify the means.

- ✓ We need to remember the lessons of history.
- ✓ We learn how to be democratic through personal relationships, recreation and education.
- ✓ Authors use fiction to create vicarious experiences and understandings.

2. What are key questions that frame understanding and focus on teaching and learning?

- ✓ What does Mother Culture tell us about patriotism and freedom?
- ✓ Was the American Revolution really a revolution?
- ✓ What is truth in relationship to war?
- ✓ What is the role of propaganda?
- ✓ What is the relationship between religion and war?
- ✓ What is the relationship between economics and war?
- ✓ Does war serve a purpose to release human aggressions?
- ✓ How is civil disobedience effective?
- ✓ What is the nature and purpose of war?
- ✓ How do you tell a true war story?
- ✓ What causes would you be willing to risk your life for?
- ✓ Discuss: “What greater thing can a man do to give up his life for another?”
- ✓ What does it mean to be an American?
- ✓ Are humans selfish or selfless by nature?

### **Important Knowledge & Skills**

- ✓ Early colonial society
- ✓ Responsible citizenship
- ✓ Patriot Act
- ✓ Organization of government
- ✓ “Isms”
- ✓ Terrorism
- ✓ Revolution, rebellion, coup d’etat, revolt
- ✓ Patriotism
- ✓ Vietnam
- ✓ World War II
- ✓ Propaganda
- ✓ Dehumanization
- ✓ Hobbes
- ✓ Rousseau & Locke
- ✓ Kant
- ✓ Machiavelli
- ✓ Ethics & Morals
- ✓ Categorical Imperative
- ✓ Situational Ethics
- ✓ Kohlberg’s stages of ethical development
- ✓ Utilitarianism
- ✓ Social Contract Theory
- ✓ Consequentialist v. non-consequentialist ethics
- ✓ Divine command
- ✓ Prima Facie Duties



## What are likely student misunderstandings?

- ✓ War is always a viable solution.
- ✓ Government is responsible for preserving our freedom.
- ✓ Government always looks out for our best interests.
- ✓ Individuals are powerless to effect change.
- ✓ Voting is useless.
- ✓ The United States is a pure democracy.
- ✓ All who oppose their government are not patriotic.

## What will students do to demonstrate their understanding?

1. Students will examine and analyze the events that lead up to the American Revolution and compare them with more contemporary historical conflicts using PowerPoint.
2. Students will write an argumentative essay considering the following question: What is it that an honest man fights for when he takes up arms for his country? Is it for the state or the moral principle inherent in the state? And if the state and the moral principle are not one is bound to not to fight for the state but against it? Explore the consequences behind this dilemma. Apply them to any of the following: My Lai Massacre, the Vietnam draft, and the war in Iraq.
3. The students will discuss the lessons imparted in Tim O'Brien's *The Things They Carried* and write a 3-5 page first-person fictional narrative or journalistic story relating to a contemporary conflict.

### Works:

- ✓ *The Things They Carried*
- ✓ *Patriots*
- ✓ *Killing Fields*
- ✓ *Born on the Fourth of July*
- ✓ *Secret Government*
- ✓ *The Prince*
- ✓ *Dateline: Ethics video*
- ✓ *Civil Disobedience*
- ✓ *All Quiet on the Western Front (excerpts)*
- ✓ Short Stories

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## Social Studies / English Course: Humanities

### Enduring Understandings About: Caste & Class

1. What do students need to understand?
  - ✓ Mother Culture determines and maintains the class system in society.
  - ✓ Economic systems are designed to keep the classes separate.
  - ✓ Mother Culture defines the six key social institutions.
  - ✓ Racism is an institution reinforced by Mother Culture.
  - ✓ Those with power and privilege dictate and enforce the laws of society.
  - ✓ Social activism is an effective means of bringing about change.

- ✓ There are distinct connections between crime, poverty and race.
- ✓ “The most dangerous man any society can create is one who has nothing to lose.” (Baldwin)
- ✓ The American Dream is not accessible to all people.
- ✓ Understanding cultural diversity is not practicing it.
- ✓ Understanding racism and recognizing that it is wrong does little to end it.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How does having a vested interest in society impact caste and class?
- ✓ What are the differences between capitalism, socialism and communism?
- ✓ How do the key social institutions evolve within a culture?
- ✓ How do class systems evolve?
- ✓ What is the relationship between power, privilege and poverty?
- ✓ What is the relationship between economics and domestic abuse?
- ✓ What is the interaction between crime and poverty?
- ✓ How does access to education influence class and caste?
- ✓ How does capital punishment reflect the values of a society?

### **Important Knowledge & Skills**

- ✓ Racism
- ✓ Capitalism
- ✓ Socialism / Communism
- ✓ Poverty
- ✓ Privilege
- ✓ Power
- ✓ Sexism
- ✓ Gender roles
- ✓ Capital punishment
- ✓ Corporate welfare
- ✓ Social Welfare
- ✓ Caste and class systems
- ✓ American Dream
- ✓ Privilege
- ✓ Analyze and interpret statistics and charts
- ✓ Learn to frame and explore self-directed questions

### **What are likely student misunderstandings?**

- ✓ College guarantees success.
- ✓ Lack of college guarantees failure.
- ✓ Manual labor is demeaning.
- ✓ Manual labor is for immigrants.
- ✓ The American Dream equally accessible to all.
- ✓ Capital punishment is a deterrent.
- ✓ The US court system is always fair and just.
- ✓ Poverty is a choice.
- ✓ Racism primarily exists in the South.
- ✓ Women have achieved economic equality.

- ✓ Most people on welfare are minorities.

### **What will students do to demonstrate their understanding?**

1. Students will write a guided 3-5-page research paper using databases, statistics and primary source documents focusing on class as it relates to the issues of race, poverty, wealth, prison & the justice system, welfare programs, education, social mobility, and health care.
2. Students will analyze political speeches from Truman through Reagan and examine the story the culture has been enacting. The students will develop a formal outline and report their findings to the class orally.
3. Students will write a critical literature essay examining Twain's attitudes about race, religion and class in the novel *Huck Finn*.
4. *Fire Next Time* essay asks students to examine James Baldwin's advice to his nephew regarding living life as others expect you to live or living life on your own terms.

### **Works**

- ✓ *Fire Next Time*
- ✓ *Guns, Germ, and Steel*
- ✓ *Huckleberry Finn*
- ✓ *One With Ninevah*
- ✓ *Cry the Beloved Country*
- ✓ *Finding Forrester*
- ✓ *Roger & Me*
- ✓ *Dead Man Walking*
- ✓ *Modern Times*
- ✓ *TV Nation- "The Taxi", "Corp Aid"*
- ✓ "Frontline" episode on materialism and commercialism
- ✓ "Over Yonder" by Steve Earle

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## **Social Studies / English Course: Humanities**

### **Enduring Understandings About Love**

1. What do students need to understand?

- ✓ A relationship is a complex interaction of physical and emotional forces.
- ✓ According to the Greeks, there are three elements of love: eros, agape, philia.
- ✓ There are distinct ethical boundaries in relationships, and men and women approach these ethical aspects of love differently.
- ✓ Love knows no boundaries with regard to gender.
- ✓ Love may or may not include lust and passion.
- ✓ Love is a mystery - there is no universal definition.
- ✓ Love requires some degree of sacrifice.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How are the three elements/aspects of love (agape, eros, philia) relevant to relationships?
- ✓ What are the differences in the way men and women view love?
- ✓ Why do we love?
- ✓ How does human biology drive us to love?
- ✓ What is the connection between love and sex?
- ✓ Is man, by nature, monogamous?
- ✓ Why has society created the institution of marriage?
- ✓ What role does the economy play in the institution of marriage?
- ✓ How do the three elements of love differ?
- ✓ How are love and sacrifice related?
- ✓ Is love the highest goal to which humans can aspire?
- ✓ What does commitment mean?
- ✓ How are role models influential?
- ✓ When entering marriage, should divorce be considered from the start?
- ✓ When entering a sexual relationship, should abortion be considered an option?
- ✓ How important is to have models for love relationships?
- ✓ What role does religion play in relationships?
- ✓ What happens when a role model is lacking?
- ✓ What role does sacrifice play in any relationship?
- ✓ What role does trust play in a relationship?
- ✓ Why is fidelity the foundation of any relationship?

**Important Knowledge & Skills**

- ✓ Agape
- ✓ Eros
- ✓ Philia
- ✓ Sacrifice
- ✓ Fidelity
- ✓ Platonic Love
- ✓ Actions and consequences
- ✓ Romantic poetry
- ✓ Societal norms/mores
- ✓ Gender roles, marriage and family
- ✓ Responsibilities and relationships
- ✓ Commitment

**What are likely student misunderstandings?**

- ✓ In a relationship the physical attraction is more important than the emotional.
- ✓ There are little or no differences in the way men and women view love.
- ✓ Divorce and abortions are viable options.
- ✓ Marriage is the same worldwide.

**What will students do to demonstrate their understanding?**

1. Students will research a Romantic poet, give an oral reading, and analyze the elements of Greek love.
2. Students will write a compare/contrast essay examining differences and similarities between men and women.
3. Students will write an original song or poem using the theme of love and present it to the class.
4. Students will engage in a variety of role playing scenarios that illustrate the complex nature of relationships.

**Works:**

- ✓ *Lysistrata*
- ✓ Romantic poetry of Keats, Shelley, Byron, Blake
- ✓ *Dylan's Vision of Sin*
- ✓ "The Year Of Getting to Know You"
- ✓ *A Little Romance*
- ✓ *Casablanca*
- ✓ "Barn Burning"
- ✓ *Life is Beautiful*
- ✓ *Love and Death*

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## **Social Studies / English Course: Humanities**

### **Enduring Understandings About: What End Awaits Us?**

1. What do students need to understand?
  - ✓ Mother Culture greatly influences our vision of the future.
  - ✓ The key social institutions will still be relevant in the future.
  - ✓ All citizens are agents of change.
  - ✓ We need to enact a new story for future generations.
  - ✓ Technology will play a more vital role in the future.
  - ✓ People must seek alternative energy sources.
  - ✓ The economy and ecology must be interdependent.
  - ✓ Ecological movements will dictate the quality of life.
  - ✓ Humans have the capacity to creatively resolve the crises facing the ecosystem.
  - ✓ Natural resources are allocated inefficiently.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ What does Mother Culture tell us about the future?
  - ✓ What will the key social institutions look like in the future?
  - ✓ How can students be agents of change throughout their lives?
  - ✓ What story do we need to enact in order to change the culture?
  - ✓ What role will technology play in the future?
  - ✓ How can students utilize the concept of the 100<sup>th</sup> monkey to effect change?
  - ✓ What are the crises facing the ecosystem?

## **Important Knowledge & Skills**

- ✓ Ecofeminism
- ✓ Ecosystems
- ✓ Technological advances
- ✓ Globalization
- ✓ Famine and food access
- ✓ Overpopulation
- ✓ Germ warfare
- ✓ Genetic engineering
- ✓ Space technology
- ✓ Pollution
- ✓ Disease
- ✓ Educated analysis and prediction of today's actions on the future
- ✓ Agents of change

## **What are likely student misunderstandings?**

- ✓ All technology is beneficial.
- ✓ Science will solve all problems.
- ✓ There is an endless supply of natural resources.
- ✓ Charity will resolve famine.
- ✓ Famine is due to lack of food.
- ✓ Citizens are powerless to effect change.
- ✓ Lack of technology implies a primitive culture.

## **What will students do to demonstrate their understanding?**

1. The Futures Project is a multi-layered, multimedia presentation that requires students to examine a current societal problem and creatively find solutions and offer realistic strategies to meet this end.

## **Works:**

- ✓ *Brave New World*
- ✓ *1984*
- ✓ Bradbury Stories
- ✓ *Future Shock*
- ✓ *Sleeper*
- ✓ *Sky City*
- ✓ *Silent Running*

## Media Awareness (Fall)

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Topic	Date
Media Awareness Basics	2 weeks end by September 13, 2005
Print Media	2 weeks end by September 28, 2005
Television	5 weeks end by November 2, 2005
Movies	2 weeks end by November 17, 2005
Radio	2 weeks end by December 6, 2005
Internet/Computer Games	2+ weeks end by December vacation
Culminating Study: American Politics	3 weeks to end of course

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### Social Studies Course: Media Awareness

#### Enduring Understandings About: The Basics of Media Awareness

1. What do students need to understand?

- ✓ There are multiple forms of communication but two major ways—i.e. one-way communication vs. two-way. Each has advantages/disadvantages.
- ✓ All media messages are constructed. Some things are included or excluded purposefully.
- ✓ Media messages are constructed using a creative language that has its own rules.
- ✓ Not all people experience the same message in the same way.
- ✓ Media messages have embedded values and point of view.
- ✓ Messages that are constructed by a few become “normal” for the rest.
- ✓ People often base their own behavior on what is modeled as normal and expected.
- ✓ Media messages are constructed to gain profit and or power/influence.
- ✓ Sociologists believe that boys and girls are socialized into different stereotyped gender roles. Media and advertising often reinforces these roles.
- ✓ The most effective propaganda is propaganda that is not recognized as propaganda.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Who created the media message being reviewed?
- ✓ What are the benefits and drawbacks of different types of communication?
- ✓ What type of communication is the media message in question?
- ✓ Who is the audience?
- ✓ What techniques are used to attract attention to this medium?
- ✓ How might different people understand this message differently?
- ✓ What lifestyles values and points of view are represented in or omitted from this message?
- ✓ Why was this message sent/created?

**Important Knowledge & Skills**

- ✓ There are several major genres of media: periodicals, radio, television, movies, and Internet.
- ✓ Media
- ✓ Mass Media
- ✓ Looking glass self
- ✓ Periodicals
- ✓ Generalized Other
- ✓ 5 Key concepts of Media Literacy
- ✓ Gender Socialization
- ✓ 5 Key Questions
- ✓ Script
- ✓ One-Way Communication
- ✓ Tease
- ✓ Two-Way Communication
- ✓ Norm
- ✓ More
- ✓ Folkway

**What are likely student misunderstandings?**

- ✓ All forms of media are constructed to generate revenue or gain influence.
- ✓ They can perceive the media's message and are impervious to it.
- ✓ There is not much of a difference in the impact of one-way vs. two-way communication.

**What should students only be familiar with?**

- ✓ Names of specific newspapers or Radio Shows
- ✓ George Herbert Mead
- ✓ Charles Horton Cooley
- ✓ Play Stage
- ✓ Game Stage



## **Social Studies Course: Media Awareness**

### **Enduring Understandings About Print Media and Periodicals**

#### 1. What do students need to understand?

- ✓ American materialism encourages emptiness. Advertisers use this to convince people to buy products.
- ✓ We are the product—periodicals don't just bring news/information to the reader. Their function is to bring the reader to advertisements.
- ✓ Ownership of a periodical affects the periodicals content. Through reporting things the ownership agrees with or omitting content that they are sensitive to.
- ✓ Advertising makes up a substantial portion of most of revenue for periodicals, which may cause a conflict of interest.
- ✓ Visuals paired with written content affect the way the written content is perceived. This visual imagery is very strong and can have subtle consequences.
- ✓ Print media often distort images of certain groups, especially minority groups.
- ✓ There are key characteristics to ads used in print media. These generally reinforce racist, ageist, weight, and gender stereotypes.
- ✓ Print ads often make negative behavior more normal to increase sales of a product.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What are the driving factors for the creation of a periodical?
- ✓ Does the layout of a periodical affect the content? How? Why/Why not? What are the implications of this?
- ✓ How does ownership of a periodical affect its message?
- ✓ Does advertising influence the content of a periodical?
- ✓ What responsibilities and obligations do periodicals, their publishers and their editors have?
- ✓ Are there dominant stereotypes continuously portrayed in print media? Does omission affect this?
- ✓ What role and function do visuals play in a periodical? Are they necessary to the content? How can they affect a reader's opinion?
- ✓ Do print ads differ from other types of advertisements? Are their certain characteristics? What ramifications may these techniques have?
- ✓ How are citations and references used in periodicals? Is there a standard?
- ✓ Does 'specialization' give a periodical more credibility?

### **Important Knowledge & Skills**

- ✓ Common female portrayals in print ads:
  - Superiority and Domination
  - Dismemberment
  - Clowning
  - Exaggeration
  - Coy behavior
  - Male approval
- ✓ Omission of Diversity
- ✓ Common male portrayals in print ads:

- Joker
  - Jock
  - Disengaged/unemotional
  - Action Hero
  - Big Shot
- ✓ ‘Weasel’ claim
  - ✓ Vague claim
  - ✓ ‘So What’ claim

### **What are likely student misunderstandings?**

- ✓ Newspapers and magazines just exist to bring a reader pertinent information.
- ✓ There is little bias in print media.
- ✓ Students can easily detect any bias in print media.
- ✓ Bias is generally along liberal/conservative lines.
- ✓ Even stereotypes portrayed, they are not harmful, and they only reflect, but do not contribute to issues such as: eating disorders, women’s issues with self-image, rape and date rape, gender stereotypes, alcoholism, lack of substantial racial progress, etc.
- ✓ There is nothing they can do about any of the above.

### **What should students only be familiar with?**

- ✓ Names of specific publishers/editors
- ✓ Dates of origin for certain publications

### **What will students do to demonstrate their understanding?**

1. Compile a collage of print ads and analyze them based on the above understandings.
2. Create a media journal in which they track one story through three to four major publications and analyze the way ownership and advertising affect content.
3. Analyze magazine covers for diversity in race, gender, weight and age.
4. Ad-Jamming—create an anti-print ad campaign to expose these techniques.

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## **Social Studies Course: Media Awareness**

### **Enduring Understandings About the Radio and Music Industries**

1. What do students need to understand?
  - ✓ Radio plays multiple functions.
  - ✓ Radio has continuously changed.
  - ✓ Radio stations play mandated play lists.
  - ✓ In large urban markets 10% audience share is considered good.
  - ✓ Radio plays a key role in delivering information especially during key times of day.

- ✓ Radio needs listenership (ratings) to get advertisers. The greater the audience listening to the station, the more the station can charge advertisers.
- ✓ Radio programming attempts to captivate a niche audience through a variety of methods.
- ✓ Radio programming often offers some interactive aspects.
- ✓ Radio and music can be used for psychological comfort.
- ✓ Because radio and music can function in the background of a listener's activities it can be more subliminal.
- ✓ Radio and music can be used to set atmosphere and mood.
- ✓ Lyrics can at time seem inconsequential to the songs rhythm and beat. The converse is also true.
- ✓ There are four major corporations that dominate the music industry.
- ✓ Over 10,000 albums compact discs will be released in a year, but only around a hundred will be hits.
- ✓ Musicians' access to radio play is controlled by corporation.
- ✓ Stereotypes are still prominent in popular music.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What techniques do radio stations utilize to keep listeners tuned in?
- ✓ Is talk radio bringing the issues to the people or keeping people tuned in at all costs so that the radio station can increase ratings?
- ✓ Is MTV a negative or positive force on radio? Is MTV a negative or positive force for the music industry?
- ✓ Has the focus on singles had an impact on artist's creativity?
- ✓ Are music artists in it for the ability to express themselves and enjoy their craft or are they in it for the money?
- ✓ How will the Internet affect artists' ability to be successful in a market in which only a tiny percent of artists make it?
- ✓ Are new technological advances such as the ipod, MP3, satellite, making conventional radio obsolete?
- ✓ Are any of the stereotypes and techniques of the other types of media present in music?
- ✓ Does the music industry serve to reinforce stereotyping and biases or is it a genre that pushes for reform?
- ✓ Are song lyrics reflections of social ills or contributors to social ills?
- ✓ Do corporations have an unfair influence in determining the success of certain artists?
- ✓ How is the Billboard Top 100 determined?

### **Important Knowledge & Skills**

- ✓ Arbitron
- ✓ Audience Share
- ✓ Test Groups
- ✓ Market Niche
- ✓ Morning Drive
- ✓ Evening Drive
- ✓ Shock Jock
- ✓ Hook
- ✓ Payola
- ✓ Ratings Book

## Social Studies Course: Media Awareness

### Enduring Understandings About Television

#### 1. What do students need to understand?

- ✓ Television shows exist to bring viewers to advertisers—i.e. bring consumers to products, not vice/versa.
- ✓ Five corporations control 90% of television.
- ✓ Everything seen on TV programs has been produced and edited therefore everything seen is seen for a reason.
- ✓ The format of a show impacts the content.
- ✓ Television often offers the only encounter with certain segments/subjects of society a viewer might have, therefore the way in which that segment/subject is portrayed can have a lasting effect on the viewer.
- ✓ Despite some progress, television shows still reaffirm negative stereotypes based on age, race, gender and weight.
- ✓ These stereotypes reflect the dominant and powerful group's opinion of various out-groups and the roles that they (the dominant group) are comfortable with them (the out-group) having. (us/them behavior)
- ✓ Even joking and seemingly innocuous television commercials still carry underlying messages about race, gender roles, social class, age, etc.
- ✓ Commercials especially for alcohol and tobacco seek to make inappropriate behavior/use of product seem normal.
- ✓ Males are generally valued for being unemotional, except for rage.
- ✓ Females are generally portrayed as emotional and nurturing, though rarely in positions of power.
- ✓ When women are portrayed as powerful they are often portrayed as frigid.
- ✓ Representation of homosexuals is often skewed. Very often heterosexuals are only comfortable talking about it in 'playful jokes'. Lesbianism is often used to reinforce male dominant fantasies and does not reflect reality.
- ✓ Paradoxically, television programming itself in terms of plotline has become increasingly complex and much more sophisticated on the average.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ What are the various forms of TV programs? How are they different/similar? Why do these differences exist?
- ✓ Does the format of a television program affect its content?
- ✓ How have character development and the plot structure of TV programming changed over the past several decades?
- ✓ How are different groups portrayed on television shows? Who is dominant? Who is dependent? Who has the power? (e.g. There was an African-American president in the show "24", but the hero is WASP Jack Bauer (Keifer Sutherland) and ultimately the African-American president was helpless with out the white hero.)
- ✓ Is there a correlation between violence on TV and increased incidences of violence in society?
- ✓ Can watching violent TV cause violence? Can it desensitize people and make them less likely to seek out a better solution? Does it make violence seem more acceptable as a solution?

- ✓ How are males portrayed in television sit-coms?
- ✓ How do TV ads target children?
- ✓ How does television influence children to in turn influence their parents?
- ✓ Is TV causing children to grow up in a toxic cultural environment?
- ✓ Is it a bad thing that media conglomerates have such an oligopoly of television?

## **Important Knowledge & Skills**

- ✓ Neilson ratings
- ✓ Studio audience
- ✓ Market share
- ✓ Laugh track
- ✓ Demographic
- ✓ Buffoon
- ✓ Sitcom
- ✓ Testimonials
- ✓ Dramedy
- ✓ Bandwagon
- ✓ Tease
- ✓ Name Calling
- ✓ Script
- ✓ Plain Folks Appeal
- ✓ Glittering Generalities
- ✓ Card Stacking
- ✓ Straw Man
- ✓ Scientific evidence
- ✓ Rhetorical questions

## **What are likely student misunderstandings?**

- ✓ Funny commercials might be inappropriate or crude but ultimately are harmless.
- ✓ Programming has little effect on them.
- ✓ Minorities receive equitable treatment on television.
- ✓ Minorities receive preferential treatment—i.e. “they have Black Entertainment Television”, (cable channel “BET”) but it would be racist if there was a White Entertainment Television (WET).
- ✓ There is relationship between the eating disorders and body images portrayed in television.
- ✓ TV shows are created solely for entertainment purposes.

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## **Social Studies Course: Modern Africa and Latin America**

### **Enduring Understandings About Development in Latin America**

#### 1. What do students need to understand?

- ✓ While often in the shadow of the United States, Latin America has been, and is, a vibrant, active and independent player in the world.

## 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How did the colonial society, economy, and government create future gaps between Spanish-descendents and the Native American population?
- ✓ Why were caudillos and patronage politics seen as appropriate and effective forms of government?
- ✓ How did the OAS and the Declaration of Caracas allow the United States to become more involved in domestic politics in Latin American countries?
- ✓ How are developed nations, either on their own or through the IMF and World Bank, helping or hindering the problems facing countries in Latin America?
- ✓ What factors have allowed dictators and death squads to have such prominent roles in post-WWII Latin America?
- ✓ How has demand for illegal narcotics in the United States led to the destabilization of the economy and society of many Latin American countries?
- ✓ What grassroots movements have been successful in effecting change in Latin America?
- ✓ Why has socialism had long-lasting appeal in many parts of Latin America, and how has this led to friction with the United States?
- ✓ How will the divide between rich and poor in these countries impact their development and the rest of the world?

## Important Knowledge & Skills

- |                                 |                                |
|---------------------------------|--------------------------------|
| ✓ Caudillos                     | ✓ Liberation Theology          |
| ✓ Mestizos                      | ✓ Augusto Pinochet             |
| ✓ Mulattoes                     | ✓ “The Disappeared”            |
| ✓ The rise of the PRI in Mexico | ✓ Counterinsurgency operations |
| ✓ Peronists                     | ✓ FARC                         |
| ✓ OAS                           | ✓ AUC                          |
| ✓ Declaration of Caracas        | ✓ Cartel                       |
| ✓ United Fruit                  | ✓ Narco-Terrorism              |
| ✓ Che Guevara                   | ✓ Neo-liberalism               |
| ✓ Fidel Castro                  | ✓ NAFTA and CAFTA              |
| ✓ Sandinistas & Contras         |                                |

## What are likely student misunderstandings?

- ✓ All Latin American countries are impoverished.
- ✓ Immigration to Latin America does not exist.
- ✓ All Latin Americans are “brown.”
- ✓ Latin Americans eat “Tex-Mex” food.
- ✓ The culture is identical throughout the region.
- ✓ Latin Americans involved in the production of illegal narcotics are users of these products.

## What should students only be familiar with?

- ✓ Independence movements in Latin America
- ✓ CIA and the School of the Americas

- ✓ Las Madres de la Plaza de Mayo
- ✓ Shining Path
- ✓ Pablo Escobar
- ✓ Zapatista Uprising

### **What will students do to demonstrate their understanding?**

1. Each student will follow the current events for one Latin American country for the term. Students will write summaries of the current events and make presentations once per cycle.
2. Using United Nations' and *CIA World Factbook* statistics, students will examine statistics about development indicators to compare the countries of Latin America with each other and the United States by creating bar graphs which compile this information.
3. Students participate in a "patronage politics" demonstration, followed by a journal entry on the demonstration.
4. Write a journal entry that addresses the legacy of the Cold War on the student's country.
5. Complete a webquest that examines the role of U.S. covert operations in Latin American countries.
6. Research one 20<sup>th</sup> Century Latin American dictator, answer focus questions about that dictator, and make a presentation about that person. Following all of the presentations, the class will vote on "Dictator of the Century" and discuss who was the worst of all.
7. Following a jigsaw where students read about death squads in different countries, students write about the impact 'disappearances' have on a country's society, and the responsibility current governments have for past human rights abuses.
8. Students create a map showing geographically the production, distribution, and consumption of drugs in Latin American and the United States.
9. Students participate in a meeting of the Organization of American States, representing the countries they have been assigned all term, to discuss the three biggest challenges facing each country and to work towards possible regional or individual solutions.