

SOCIAL STUDIES

ENDURING UNDERSTANDINGS **AND** **ESSENTIAL QUESTIONS**

- Humans search for meaning.
 - What is truth and how do you know?
 - Is truth something objective and constant or subjective and based upon place, culture, and time?
- Humans are social beings.
 - What constitutes a social system?
 - What is the difference between transformation and radical change?
 - What factors lead to unity? What factors lead to disorder?
 - How are the conclusions reached by social scientists affected by race, class, gender, and ethnicity?
 - Who governs?
 - How do societies resolve social conflicts?
- The past affects humans; humans affect the future.
 - What is the story of humankind?
 - How does the past relate to the present?
 - What makes an event or person important?
 - Do the times shape the individual or the individual shape the times?
 - To what extent do individuals shape their lives?
 - What story is mine alone?
- Humans act and react.
 - Why do humans behave the way they do?
- Humans' relationship with the land affects their development.
 - How has geography affected human, social, political, economic, and cultural development?
 - How have humans affected their physical environment?
- Both continuity and change are aspects of human development.
 - What is progress? Have humans progressed?
 - How has technology affected human and cultural development?
- Humans have needs.
 - How do societies resolve the problem of scarcity?
 - Why do some nation-states have a high standard of living while others have a low standard of living?

SOCIAL STUDIES

To have some measure of control over their lives, students must have an understanding of their own natures and the nature of those forces that affect them. This understanding can best be obtained through knowledge of the social sciences. The goals of the social studies program are to develop in students the ability to think critically, to assume a positive role in a democratic society, and to understand nations' interdependence. The courses are not designed to teach facts as much as they are to teach students how to study and think and how to apply what they learn from selected content to contemporary human affairs. Courses encourage students to use knowledge rather than simply digesting the recorded events of humanity's progression through the ages. To concentrate on process, the department focuses attention on a few carefully selected periods of history and social science studies rather than attempting to survey all of humanity's past.

To use knowledge effectively, students must develop a variety of skills and abilities. Social studies encourages this development. To obtain knowledge, students need skills in locating and evaluating sources of information through observing, listening, and reading. They must also be able to express their views in oral and written form. Students should develop the will and the ability to work both independently and with organized groups. Finally, the study of the social sciences, the arts, and humanities is viewed as part of a life-long process of learning.

The graduation requirement in social studies is three units. One unit is American history, which is incorporated in the 10th grade course World and U.S. History II. Another 1/2 credit must be American Government. The department recommends that college-bound students take four units of credit.

Required sequence of courses:

Grade 9 World and U.S. History I
 *Topics in World and U.S. History I

Grade 10 World and U.S. History II
 *Topics in World and U.S. History II

Grade 11 - 12 Required: American Government
 *Topics in American Government

(The electives below are offered on a rotating basis. Please check the most updated Program of Studies for current selection.)

Electives: African American History I
 African American History II
 American Civil War & the Frontier in American History
 (not offered in 2014-2015)
 American Military Experience in History and Literature
 (not offered in 2014-2015)
 Behavior Psychology
 Classical Civilizations
 Current Issues in American Society
 Economic Studies
 Film in American Society
 History of St. Louis
 International Relations (not offered in 2014-2015)
 Introduction to Philosophy (not offered in 2014-2015)
 Psychological Disorders & the Media in American Society
 Sociology
 Sports and Western Society
 World at War: The Story of World Wars I and II
 AP European History
 AP Human Geography
 AP Macroeconomics
 AP Psychology
 AP U.S. Government and Politics
 AP United States History
 AP World History

*** By teacher recommendation only**

WORLD AND U.S. HISTORY I

9th Grade

Credit - 1

Full Year

This year-long course is designed to provide students with a survey of world and U.S. history from 1400 to the late 19th century. Major themes and key content are both explored in the various units studied. The course requires discussion, maps, document study, and library research papers as well as successful performance on essay and objective tests. A major goal of the course is to develop an appreciation of other people's cultures, traditions, and history.

TOPICS IN WORLD/U.S. HISTORY I

9th Grade

Credit – 1

Full Year

Prerequisite: By teacher recommendation only

Topics in World/U.S. History I is a course whose adapted and modified curricula is designed to meet certain lower-ability levels present in typical CHS classrooms. Because the Social Studies Department believes that, in many cases, the best way to group students for instruction is heterogeneously, some students enrolled in World/U.S. History I will require adapted or modified curricula. These students will have individualized goals and will receive instruction and feedback based on their specific needs.

Topics in World/U.S. History I may be used as a designation for students who require modifications in content, standards, and/or grading in the World/U.S. History I course. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level.

Using the course title Topics in World/U.S. History I should be considered when a student demonstrates a basic or below-basic skill level and/or writing skills two grade levels below (as determined by standardized testing and teacher analysis of student performance, based on Clayton CLO's). Other factors may include diagnoses of learning disabilities in reading comprehension and/or written expression. **(This course does not qualify for NCAA eligibility.)**

WORLD AND U.S. HISTORY II

10th Grade

Credit - 1

Full Year

The follow-up to World and U.S. History I, this sequential course covering the period from the late 19th century to the present is designed to examine the dynamics of a world and U.S. that are in the process of transition to modern times. The themes of industrialization, global economy, reform, revolution, nationalism, and global conflict are stressed. The emphasis is on the further development of the skills of investigation and critical thinking necessary to increase one's understanding of today's interconnected, changing world. This course requires discussion, awareness of geography, document study, and library research papers as well as successful performance on tests.

TOPICS IN WORLD AND U.S. HISTORY II

10th Grade

Credit – 1

Full Year

Prerequisite: By teacher recommendation only

Topics in World/U.S. History II is a course whose adapted and modified curricula is designed to meet certain lower-ability levels present in typical CHS classrooms. Because the Social Studies Department believes that, in many cases, the best way to group students for instruction is heterogeneously, some students enrolled in World/U.S. History II will require adapted or modified curricula. These students will have individualized goals and will receive instruction and feedback based on their specific needs.

Topics in World/U.S. History II may be used as a designation for students who require modifications in content, standards, and/or grading in the World/U.S. History II course. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level.

Using the course title Topics in World/U.S. History II should be considered when a student demonstrates a basic or below-basic skill level and/or writing skills two grade levels below (as determined by standardized testing and teacher analysis of student performance, based on Clayton CLO's). Other factors may include diagnoses of learning disabilities in reading comprehension and/or written expression. **(This course does not qualify for NCAA eligibility.)**

AMERICAN GOVERNMENT

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This course satisfies a state graduation requirement. Students study politics, law-making, types of political leaders, and the court system at the federal, state, and local levels of government. Each unit includes comparisons with other countries and references to historical events that illustrate the concepts being studied. A major emphasis is placed upon the role of the citizen in a democratic society. Activities include discussion, document study, role-playing, research activities, essays, and projects.

TOPICS IN AMERICAN GOVERNMENT

11th – 12th Grade

Credit –

Semester 1 or 2

Prerequisite: By teacher recommendation only

Topics in World/U.S. History II is a course whose adapted and modified curricula is designed to meet certain lower-ability levels present in typical CHS classrooms. Because the Social Studies Department believes that, in many cases, the best way to group students for instruction is heterogeneously, some students enrolled in World/U.S. History II will require adapted or modified curricula. These students will have individualized goals and will receive instruction and feedback based on their specific needs.

Topics in World/U.S. History II may be used as a designation for students who require modifications in content, standards, and/or grading in the World/U.S. History II course. Texts and written assignments will follow the same thematic and skill content, but will be adjusted for developmental level.

Using the course title Topics in World/U.S. History II should be considered when a student demonstrates a basic or below-basic skill level and/or writing skills two grade levels below (as determined by standardized testing and teacher analysis of student performance, based on Clayton CLO's). Other factors may include diagnoses of learning

disabilities in reading comprehension and/or written expression. **(This course does not qualify for NCAA eligibility.)**

AFRICAN AMERICAN HISTORY I

11th – 12th grade
Credit – 1/2
Semester 1

This course will explore the African American experience from slavery to emancipation. We will begin with a look at the African slave trade and will study the social, cultural, economic, and political aspects of American slavery, with an emphasis on the African American point of view. Special consideration will be given to regional conditions and issues relating to societies with slaves and slave societies, the abolitionist movement, the Underground Railroad, slave rebellions, the slave family, community, and culture, and free African Americans in antebellum America. We will end the semester with an examination of the role played by African Americans in the Civil War, and in the abolition of slavery. There will be an emphasis on reading, writing, and discussion. This course may be taken independently of African American History II.

AFRICAN AMERICAN HISTORY II

11th – 12th grade
Credit – 1/2
Semester 2

This course will pick up the African American experience during Reconstruction and examine the challenges and obstacles faced by African American men, women, and children during the remainder of the 19th century, and to the present. Particular attention will be focused on the achievements and contributions of African Americans, and on the impact of segregation on the social, cultural, economic, and political evolution of African Americans through desegregation and the Civil Rights Movement. There will be an emphasis on reading, writing, and discussion. This course may be taken independently of African American History I.

THE AMERICAN CIVIL WAR AND THE FRONTIER IN AMERICAN HISTORY (not offered in 2014-2015)

11th - 12th Grade
Credit - 1/2
Semester 1 or 2

The first quarter of the course surveys the history of the American Civil War. Beginning with the underlying causes of the War, we will proceed to a close examination of the actual fighting. Different military styles of leadership, new weapons and the daily life of the average soldier will be discussed. The effects of the War Between the States on national development will conclude this portion of the course. Throughout the course, time will be spent looking at the way the Civil War has been portrayed in film and literature. Students will view excerpts from Civil War movies and read several fictional accounts of the war experience.

The second quarter of the course is an interdisciplinary look at the role of the frontier in American history, incorporating art, literature, and history. The course surveys American continental expansion from colonial times to the eventual “closing” of the frontier in 1890. The Turner Thesis and its explanation of the impact of the frontier on American development will provide the theme of the course. Another area of focus will be the impact of expansion on Native American cultures and the varieties of response they offered to colonizers, conquerors, and explorers. The way the frontier experience has been interpreted in literature will also be studied, as will the way artists have variously interpreted “the West.” The relationship between the environment and frontier expansion will be investigated by reading classic and new texts. The role of women and ethnic minorities in the westward movement will be analyzed.

THE AMERICAN MILITARY EXPERIENCE IN HISTORY AND LITERATURE (not offered in 2014-2015)

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

The American Military Experience in History and Literature will explore the relationship between the wars our nation has fought and its political, social, and cultural developments. The way different pieces of literature, both contemporary and classic, have given expression to the central themes of those conflicts will be the other focus of the course. The major units of study will include the American Revolution, the Civil War, World Wars I and II, and the Vietnam War. Also to be examined, though not in the same detail as the above, will be the colonial wars of the 17th and 18th centuries, the War of 1812, the Mexican War, Native American resistance in the 19th century, and the Korean War.

As a class, students will read four to five novels that deal with the major units. Students will also read independently two to three other works that have the minor units as their historical setting. "Reading circles" will be established whereby students can share their independent reading with the class. After completing the course, students should have a deeper appreciation of the role our military experience has had in shaping our national character. They should also have an enhanced awareness of the ways in which literature can serve to heighten our understanding of historical events.

BEHAVIORAL PSYCHOLOGY

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

The ultimate purpose of psychology is to help students try to understand why we behave and think the way we do. A textbook study of the explanations for human behavior is used to provide the basic knowledge; then a variety of activities involve the students in applying the theories to themselves and their lives. Such basic topics covered include, but are not limited to, how humans learn and remember, how psychologists study behavior, the brain's influence on behavior, levels of consciousness, sleep and dreams, motivation behind one's behavior, and stress. A significant amount of time and energy is spent in student exploration of themselves: their behavior, ethics and values, thought processes, and relationships. Several methods are used, including lecture, primary and secondary reading, computer simulations, out-of-class projects, polls, group work, films, guest speakers, and heavy emphasis on class discussion. The course uses a college-level text, and daily homework assignments will make up a large portion of the student's grade.

CLASSICAL CIVILIZATIONS

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

Classical Civilizations surveys the ancient societies of India, China, Greece, Rome, and the Americas. The course will examine the history of these cultures and the philosophy, religion, art, and literature that they produced. Students will be expected to read extensively and to discuss such works as the Upanishads, Confucius' Analects, Homer's Iliad, the Greek tragedies, and Virgil's The Aeneid. Cross-cultural contacts between these ancient societies will be emphasized, along with a close examination of the similarities and differences to be found between them. Students should leave the course with a better understanding of how events and developments in antiquity served to build the foundations for later historical developments in each of the cultures studied.

CURRENT ISSUES IN AMERICAN SOCIETY

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

In this course, students will identify and examine important social, political, cultural, and economic issues facing the United States today. Students will study both domestic and international perspectives on those issues. The format of the course will change by quarter. The first quarter, the class will collectively select broad categories, like education, foreign policy, science and technology, immigration, and race issues, and each week will be devoted to the study of that issue. Students will be presented with articles, videos, and guest speakers throughout the week, and each week will culminate on Friday with a graded discussion. The next quarter is devoted to research and presentations. Students select whatever "current issue" interests them the most - anything from abortion to steroids in sports - then write a research paper and deliver a presentation over their topic. In addition to the daily homework and research project, students in this course are expected to participate in debate and discussion and stay current with the news via television, Internet, and newspaper.

ECONOMIC STUDIES

11th - 12th Grade

Credit - 1/2

Semester 1

This course surveys the fields of microeconomics, macroeconomics, and gains from trade. Economic Studies involves the systematic study of topics such as opportunity cost, the role of supply and demand, income and consumption, money and banking, management and labor, government expenditures and taxation, inflation and unemployment, growth and recession, wealth and poverty, and the costs and benefits of international trade. Students in this class will study the role of the Federal Reserve and the basics of monetary and fiscal policies, as well as the workings of various forms of business organizations.

FILM IN AMERICAN SOCIETY

11th - 12th Grade

Credit - 1/2 History credit

Semester 1 or 2

This course is designed to teach students about the significance of film in our society. Students will learn about the history of film, the storytelling aspects of film, and the portrayal of American History in film. A basic premise of the course is that film both shapes and reflects our society. Students will watch films in class and for homework, and compose a series of 5-7 short essays reflecting on the films (All English students are required to conference and revise five of these compositions). Students will analyze historical films, participate in class discussions, and write daily responses to the films. Examples of films studied in class may include Modern Times, Casablanca, Dr. Strangelove, JFK, Apocalypse Now!, Gladiator, and American History X. Students can enroll for History or English credit. The course is team-taught and meets during the same period.

HISTORY OF ST. LOUIS

11th – 12th Grade

Credit –1/2

Semester 1 or 2

This course will provide an expansive overview of the history of St. Louis. Students will trace the course of development of this small 18th century French trading post as it develops into a major metropolis during the Gilded Age in American history. The end of the course will be an examination of the city as it now exists through successes and failures. The course will discuss individuals who were important to the development of the city, but will emphasize the significant contributions (e.g.: architecture, music, art) of the culturally diverse people who have made the city of St. Louis what it is today. The course will conclude with ideas of how conflict and cooperation have played key roles in the development of social, political, and economic systems and movements in contemporary and future issues that have and could further develop the city and surrounding communities.

INTERNATIONAL RELATIONS (not offered in 2014-2015)

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This semester course evaluates the modern economic and political relationships between countries. Since September 11th, Americans have become aware of the fact that events around the world have an impact on our society. This course aims to educate young adults about recent global history from an international perspective and study current events from around the world. Students will be encouraged to form educated opinions about global issues and discuss the role of the U.S. in a continually changing international world. Major themes of the 21st century such as globalization, terrorism and environmental affairs will be evaluated, as well as regional “case studies” regarding controversial conflicts presently unresolved.

INTRODUCTION TO PHILOSOPHY (not offered in 2014-2015)

11th - 12th Grade

Credit - 1/2

Semester 1

Introduction to Philosophy is a survey course that explores the great questions of the day (e.g., What is right? Does God exist? What is love? What is justice?) through the eyes of renown philosophers like Plato, Aristotle, Thomas Aquinas, John Stuart Mill, Blaise Pascal, David Hume and Karl Marx. We will also discuss and investigate the writing of contemporary philosophers including David Foster Wallace, Mary Daly, and Peter Singer. Discussions and projects attempt to make these philosophical questions personally relevant. Readings will primarily be drawn from Manuel Velasquez’s Philosophy: A Text With Readings, a very readable text, as well as the original writings of the aforementioned philosophers.

PSYCHOLOGICAL DISORDERS AND THE MEDIA IN AMERICAN SOCIETY

12th Grade

Credit - 1/2

Semester 1 or 2

Prerequisite: Successful completion of Psychology and AP Psychology

This course is designed for seniors who have completed the Psychology and AP Psychology courses and want even more psychology. After a brief review of the Abnormal Psychology unit from AP Psych, students will be introduced to some basic film-making techniques and film-watching strategies. A significant emphasis will be placed upon how disorders and the people who have them are correctly and incorrectly portrayed by the popular media, and the effects these portrayals have on American society. Major units will include the following disorders: Anxiety; Somatoform and Dissociative; Mood; Personality; Schizophrenia and Delusional; Neuropsychological; Mental Retardation; Autism; and Treatment. Potential films include The Aviator; Psycho; Seven Pounds; The Odd Couple; A Beautiful Mind; Memento; Dominick and Eugene; and One Flew Over the Cuckoo's Nest. Scholarly journal articles will be regularly assigned, and students will write response papers for each disorder and corresponding film. Lectures, discussion, guest speakers, and outside film-watching assignments will also be activities for this course. **(This course does not yet qualify for NCAA eligibility.)**

SOCIOLOGY

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This course studies the structure and functioning of human society, and the relationships between individuals and groups within society. Students learn to use sociological perspective and sociological imagination to analyze the relationships between and within groups in society. Topics studied include the history of Sociology as an academic discipline, components of culture, elements of social structure, the process of socialization, deviance and crime, class, status and power, race in American society, and the sociology of gender, age and health. Students will be expected to apply sociological concepts to their personal experience and to society at large. Participation in cooperative learning assignments is required.

SPORTS AND WESTERN SOCIETY

11th - 12th Grade

Credit - 1/2

Semester 1 or 2

This semester elective will examine the history of sports in Europe and the United States and will demonstrate the ways in which games reflect various aspects of Western society. For this course, sports will provide a vehicle for the evaluation of social issues, economic trends, and historical concepts. Students will study ancient athletic rituals, the development of modern sports during the middle age and industrial revolution, and the role of amateur and professional sports throughout the 20th century. In addition to the historical evolution of sports, this class will focus on the way in which Western sports represent the values and attitudes of American culture. Themes of race, gender and politics will be highlighted in this evaluation of recent historical events and the growing popularity of "Sports in Western Society."

WORLD AT WAR: THE STORY OF WORLD WARS I AND II

11th – 12th Grade

Credit-1/2

Semester 1 or 2

This course examines the causes, major events, battles and personalities involved and effects of World Wars I and II. Though the military aspects of these conflicts will be emphasized, other cultural, social, and political themes will not be neglected. A global approach will be taken, emphasizing the “world” aspects of the two wars. A diverse reading list will be offered to students, giving them some flexibility in terms of areas of study emphasis. A rich collection of video support will highlight key moments in the story of these wars. Included in some of the major units of study will be origins of WWI and II, tactics, strategies and generals, impact of new weapons, the rise of dictators, the Holocaust, and the morality of strategic bombing.

AP EUROPEAN HISTORY

11th - 12th Grade

Credit – 1

Full Year

Prerequisites: World and U.S. History I and II. Students are selected for this course on recommendation of the World History teachers.

The aims of this course are to build on the student's knowledge of the factual narrative to achieve an understanding of some of the principal themes in modern European history, an awareness of the consequences of European contacts with other areas of the world, and an ability to analyze historical evidence. The chronological period begins with the high Renaissance and concludes with the late 1950's. The three-hour AP examination offered each May enables a student to receive college credit and advancement in college course work at most colleges and universities. Discussion, document study, and library research papers will be required. Students are expected to take the AP exam in May. Students have the option of gaining three semester hours of credit at the University of Missouri-St. Louis. Additional work is required.

AP HUMAN GEOGRAPHY

11th - 12th Grade

Credit - 1/2

Semester 2

Prerequisites: World and U.S. History I and II. Students are selected for this course on recommendation of the World History teachers.

The Advanced Placement course in Human Geography introduces students to the study of patterns and processes that have shaped human understanding, the use, and the alteration of the Earth's surfaces, as well as the methods and tools geographers use in their study of geography. We use and think about maps and spatial data sets in order to pose questions and solve problems. We also study how tastes, values, regulations, and economics all work together to influence culture. Finally, we take a look at the changing interconnections among places and how events in one place can influence those elsewhere. Students are expected to take the AP exam in May.

AP MACROECONOMICS

11th - 12th Grade

Credit - 1/2

Semester - 2

Prerequisite: A grade of A or B in Economic Studies

The AP Macroeconomics class is designed to give students a thorough understanding of economic principles that apply to an economic system as a whole. Included in the AP study of macroeconomics are the topics of national income, economic performance measures (e.g., GDP), price determinants, economic growth, supply and demand, international trade (e.g., the law of comparative advantage), and monetary versus fiscal policies. Students will prepare for the AP exam through classroom instruction, problem sets, and research of relevant economic topics.

AP PSYCHOLOGY

11th - 12th Grade

Credit - 1/2

Semester 2

Prerequisite: A grade of A or B in Behavioral Psychology

This semester course will allow students to explore more topics and issues in psychology. These include the influences of nature and nurture, the development of behavior from infancy to old age, attitudes and their formation, social perceptions and relationships, personality, psychological assessment and testing, and abnormal psychology and treatment. The central themes and methodology will be the same as in the introductory course. Students will be able to prepare for and take the Advanced Placement examination.

AP U.S. GOVERNMENT AND POLITICS

11th – 12th Grade

Credit-1/2

Semester 2

The AP course in United States Government and Politics is designed to give the student a critical perspective on U.S. politics and government. This course examines the historical and philosophical underpinnings of the Constitution, the balance between security and liberty, and the relationship between rights and responsibilities. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political system. To demonstrate understanding of larger political issues, we explore such important concepts as immigration, inequality, racism, education, First Amendment rights, and the media.

AP UNITED STATES HISTORY

11th - 12th Grade

Credit - 1

Full Year

Prerequisites: World and U.S. History I and II. Students are selected for this course on recommendation of the World History teachers.

This college-level course will prepare each student to take the Advanced Placement exam in U.S. History, which is offered each year in May. Students who successfully pass the examination can receive up to six hours of college credit and placement in American History according to the policy of the college they attend. The course places a heavy emphasis on readings that involve college textbooks, documents, and monographs. Wide student participation in daily classroom activities is encouraged. Essay exams and research papers comprise the writing requirements of the course. Computer review lessons are available to the students. Students are expected to take the AP exam in May.

AP WORLD HISTORY

11th - 12th grade

Credit - 1

Full Year

Prerequisites: World and U.S. History I and II. Students are selected for this course on recommendation of the World History teachers.

The Advanced Placement course in World History will develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The chronological period starts with the beginnings of human history. However, we will focus primarily on the past thousand years of global experience. There will be specific emphasis on the contacts among societies that form the core of world history as a field of study. The AP World History course, unlike the World History I and II courses, will not focus on the internal politics of the United States. In addition, coverage of European history does not exceed 30 percent of the total course. This course also addresses habits of mind or skills in two categories: 1) analysis of historical evidence and 2) study of relevant factual knowledge. Discussion, document study, and library research papers will be required. Students are expected to take the three-hour AP exam in May.