

SENIOR PROJECT

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SEMESTER II – 2.50 CREDITS

COURSE #600

For students in grade 12 only

Prerequisite: See Description

Description: Senior Project is a 2.5 credit second semester course in which 30-40 seniors, selected by lottery from those who apply, work on an intensive project of their own choosing which focuses on one of four areas: academics, creativity, service, or career. Students may work in one area only or blend several.

ACADEMIC PROJECTS focus on research in a subject area of particular interest to a student. Some examples of such projects could be researching one topic or person, designing and carrying out a scientific experiment, or studying a new language and/or culture.

CREATIVE PROJECTS focus on the development of an original expressive piece. Some examples of such projects could be writing prose, producing a video or live drama, performing music, or creating a collection of artwork.

SERVICE PROJECTS focus upon volunteerism and contribution to the community, but they do not duplicate the school community service requirement. Some examples of such projects could be working in a shelter, hospital, nursing home, or community service agency.

CAREER PROJECTS focus on exploring options in the workplace as an unpaid intern or apprentice. Some examples of such projects could be working in professional, business, or retail settings.

During the first weeks (and on several scheduled days thereafter) all students attend class to become familiar with course procedures and expectations. As soon thereafter as his or her individual project proposal is approved, each student no longer attends class but works on his or her own time for the remainder of the semester. Each student maintains a reflective journal to chronicle his or her project and meets regularly with a mentor to discuss and evaluate progress. Early in May, every student submits a final written self-evaluation which assesses his or her activities and thoughts about personal accomplishments, achievements, and frustrations. Later in May, all students give a 30-minute presentation of their project to Evaluation Teams and field questions from them. All again present their work to the larger school and town communities and also to their families and friends at an evening fair in late May.

Evaluation: At the end of the third marking period, students receive no grade on their report cards but do receive short written evaluations of their progress to date. At the end of the semester, each student receives one of three grades: Distinction (P+), Pass (P), or No Credit (N) – as well as a final written assessment (by the Evaluation Committee) of his or her work. [The grade will appear on the student's report card and school transcript, and the written assessment will also be attached to the transcript.]

The grade and assessment are based on mentor conferences, the journal, the final written self-evaluation, the presentation to the Evaluation Committee, the evening Fair presentation, the report of the off-campus sponsor (if applicable), and the student's overall responsibility throughout the semester.

This course has Expectations for Student Learning 2, 3, 9 as its primary concern and also supports Expectations 1, 4, & 7

SOCIAL STUDIES PROGRAM

Social Studies Courses acquaint students with information, concepts and methods in a variety of the social sciences. All ninth graders must take and pass **“World Cultures and Civilizations,”** which enables students to develop broad historical, cultural, and geographic perspectives. To satisfy both a CCHS and a State of Massachusetts requirement, all students must take and pass **“United States History,”** which is designed for sophomores. The elective courses offer a wide range of options to juniors and seniors.

There is no tracking or leveling in social studies courses; learning in an academic classroom with students of varying interests and abilities is an important part of the program. Engaging in discussions, encountering different views, and appreciating the worth of one’s own thoughts as they grow out of analysis of information and concepts are central parts of the social studies experience. Because courses are not identified according to tracks or levels, it is especially important to know what is required in each course. The course descriptions use terms, which may be unfamiliar. Here are some of them along with definitions.

ANALYSIS - breaking down material into parts to understand the organizational structure of the whole.

SYNTHESIS – putting parts together to form a new whole.

EVALUATION - making judgments about the material.

The required courses, WORLD CULTURES AND CIVILIZATIONS and UNITED STATES HISTORY are offered every year. In the elective program, however, not every social studies course is offered every year. The chart at the beginning of the course descriptions gives a quick summary of when electives are offered.

Any person not receiving his or her first choice will be assigned his/her second selection. Please make your decisions with this mind. We encourage students to select a balanced program of both history and social science electives.

FRESHMAN AND SOPHOMORE PROGRAMS

(OFFERED EVERY YEAR)

GRADE 9 WORLD CULTURES AND CIVILIZATIONS (FULL YEAR)

GRADE 10 UNITED STATES HISTORY (FULL YEAR)

ELECTIVES FOR GRADES 11 AND 12

Semester I

Psychology – The Brain, The Mind, and Behavior

Political Science – International Issues

Religion: World Religions

Area Studies – Africa and African Americans

Ancient History – Greece

Sociology – Introduction to Sociology

U.S. History – The 19th Century

U.S. History – The Presidency

European History – 1789 – 1917: Revolutions

SEMESTER II

Psychology – Normal and Abnormal Behavior

Psychology – Senior Psychology

Economics – Introduction to Economics

Area Studies – Twentieth Century Russia - *(Not offered in 2006-2007)*

Sociology – Social Problems in the United States

Sociology – Marxist Studies - *(Not offered in 2006-2007)*

U.S. History – Making Modern U.S.A.

U.S. History – Constitutional Law

European History – Dictatorships and Democracy

Ancient History - Rome



FULL YEAR COURSES

WORLD CULTURES AND CIVILIZATIONS **Full Year – 5.00 credits** **Course #201**
For students in grade 9 – All freshmen are required to take and pass this course.
Prerequisites: None

Description: This course is a study of the cultures of the world from 500 AD. The focus is on Europe, the Near East, the Middle East, the Far East and Northern Africa. Students are introduced to the geographic, religious, social, and political history of these regions. Emphasis is placed on developing cultural literacy, research skills, critical writing skills and the respect for cultural diversity. The course draws upon primary, secondary, artistic, and archaeological sources to supplement the textbook.

Evaluation: Student progress is assessed through homework assignments, library research work, class participation, quizzes, tests, projects and semester exams.

This course has Expectations for Student Learning 1, 2, 5, and 6 as its primary concern and also supports Expectations 3

UNITED STATES HISTORY **Full Year – 5.00 credits** **Course #250**
For students in grade 10 – All students are required to pass this course for graduation
Prerequisites: None

Description: This course is a chronological survey of the political, social and economic development of the United States. We begin our study with the American Revolution and our Constitution. Emphasis is then given to the Twentieth Century including Imperialism, World War 1, the Great Depression, the New Deal, World War II, and the Cold War, the Civil Rights Movement, Vietnam, Watergate and current events. This course develops and reinforces the use of primary sources, library and research techniques, formulation and testing of hypotheses, map reading and geography skills. Students are also taught to collect, organize and interpret data, and understand cause and effect relationships within a chronological structure. Students write book reviews and research papers in conjunction with the instruction they have received in their sophomore English program.

Evaluation: Student progress is assessed through homework, class participation, quizzes, tests, essays, book reviews, a research paper, and semester exams.

This course has Expectations for Student Learning 1, 2, 3, and 6 as its primary concern.

SOCIAL STUDIES ELECTIVES OFFERED FIRST SEMESTER

Psychology – The Brain, The Mind, and Behavior **Semester**
I – 2.50 credits **Course #216**

For students in grades 11 and 12
Prerequisites: None

Description: Psychology is an in-depth study of human behavior. Topics are chosen that focus on the individual as a functioning organism. During the first semester these topics include the biological bases of behavior, learning, intelligence, memory, perception, and altered states of consciousness. Students, who take both psychology courses #216 & #219, will have had the equivalent of an introductory course in psychology at the college level. Discussion is central to the class and requires an ability to view all perspectives and behaviors with an open mind. Students must be able to synthesize material and apply

content and concepts novel situations. Daily homework includes reading and writing; major written assignments must be typed.

Evaluation: Evaluation will be based on preparation for class, written and oral reports, unit tests, individual projects and a semester exam

This course has Expectations for Student Learning: 1, 2, 3, and 6.

POLITICAL SCIENCE – INTERNATIONAL ISSUES **Semester I – 2.50 credits** **Course #223**

For students in grades 11 and 12

Prerequisites: Successful completion of United States History

Description: This class combines the study of International Relations with an examination of current world affairs. Topics of study include Theories of International Relations, International Organizations, International Law, and United States Foreign Policy. Readings are selected from textbooks and current journals. In addition, students are required to read a variety of news sources as they explore current events. Students are expected to master a large body of factual information as well as to undertake independent work and complete assignments, which require analysis, synthesis, and evaluation.

Evaluation: Student achievement is assessed through homework, class participation, tests, a book review, a journal review, a clipping file report and a final exam.

This course has Expectations for Student Learning: 1, 2, 5, and 6

RELIGION: WORLD RELIGIONS
For students in grades 11 and 12

Semester I – 2.50 credits

Course # 225

Prerequisites: None

Description: This class examines the origins of religious thought and identifies the themes common to all religions. Students study the living religions of the world with special emphasis on Hinduism, Buddhism, Judaism, Christianity, and Islam in terms of their history, their theologies, and their contemporary expressions. The conflicts arising between people of differing religious views will serve as a focus for independent study and student reports. Finally, contemporary religious issues will be discussed. A summary will allow for a comparison of the religions studied and an investigation of the relationship between religion and culture. Students are expected to synthesize material, apply content and concepts, and integrate the philosophical with the experiential.

Evaluation: Student achievement is assessed through on-site visitations, tests, papers and a final exam.

This course has Expectations for Student Learning: 1, 2, 3, and 5.

AREA STUDIES – AFRICA & AFRICAN AMERICANS

Semester I – 2.50 credits

Course #234

For student in grades 11 and 12

Prerequisites: Successful completion of US History

Description: Africa and African Americans surveys the societies and cultures in West African medieval kingdoms, Ethiopia and the Swahili states of East Africa, and Monomotapa and Great Zimbabwe in southern Africa. Students will study the initial period of European-African contact with sub-Saharan Africa and the establishment of the transatlantic slave. Africans in the “New World” are an integral part of the Western hemisphere and the course then focuses on the history and the contributions of African-Americans to the history of the United States through the Age of Jim Crow. Students will read secondary and primary materials, write responses to assigned readings, maintain a portfolio of student work, and make a presentation of their own research.

Evaluation: Evaluation will be based on daily preparation and informed class participation, the completion of their portfolio of student work and the quality of the presentation of their own research.

This course has Expectations for Student Learning: 1, 2, 5, 6 and also supports Expectations 3, 7, & 8.

ANCIENT HISTORY – GREECE

Semester I – 2.50 credits

Course #238

For students in grades 11 and 12

Prerequisites: None

Description: This course focuses on the development of ancient Greek civilization and its impact on world history up to the present day. Topics addressed include the archeological and mythical origins of Greece, a comparison of Athens and Sparta, the Persian Wars, Classical Athenian art, architecture, drama and philosophy, the Peloponnesian War and Alexander the Great. The Greek legacy will be explored, particularly in terms of its impact on the Roman Empire and the United States.

Evaluation: Evaluation will be based on homework, class participation, book reports, tests, and a final exam.

This course has Expectations for Student Learning: 6 and also supports Expectations 1 and 2.

***Not offered 2005-2006**

SOCIOLOGY – INTRODUCTION TO SOCIOLOGY

Semester I – 2.50 credits

Course #244

For students in grades 11 and 12

Prerequisites: None

Description: this course is an invitation to the discipline of sociology. The topics include an introduction to sociology and research methodology, how an individual learns to behave in society, social stratification, and the treatment of minorities based on race, gender and sexual orientation. Class room listening and discussion is important, as all students should be willing to examine the roles they play and the values they hold. Reading includes a demanding textbook as well as contemporary publications in the field. Students will be expected to complete both individual and group research projects. These involve elementary statistics and must be typed.

Evaluation: Evaluation will be based on papers, research projects, tests, and a final examination.

This course has Expectations for Student Learning: 1, 2, 3, 5, 6, 7, 8, 9 and also supports Expectations 4.

**THE 19TH CENTURY U.S.A. - US HISTORY
#252**

Semester I – 2.50 credits

Course

For students in grades 11 and 12

Prerequisites: successful completion of United States History

Description: This course will study the controversies surrounding the founding of the great US experiment: Could a people govern themselves democratically? It will begin with the inauguration of George Washington and culminate in Abraham Lincoln's death. The issue of slavery, the movement of the country west, the political divisions north and south, and the fascinating personalities of the era will be the foci of the course. Students will analyze concepts and situations, synthesize ideas and evaluate events and individuals.

Evaluation: Student achievement will be assessed through classroom presentations short paper, an oral exam, written exams, and classroom participation.

This course has Expectations for Student Learning: 1, 2, 6.

THE PRESIDENCY - US HISTORY
For students in grades 11 and 12

Semester I – 2.50 credits

Course #253

Prerequisites: Successful completion of United States History

Description: This course will involve the exploration of the institution of the American Presidency. The course will consider questions such as: What did the Founders intend when they designed the Presidency? How has the office evolved over time? How does someone get nominated and elected President? What are the President's powers and roles? How is the President affected by and how does he affect public opinion and the media? Why were some Presidents so successful legislatively or in the international arena, while others were considered failures? Does the character and psychological makeup of the President matter? Case studies from many different Presidencies will be used to illustrate and discuss each of these topics. The current President will also be discussed on a regular basis.

Evaluation: Student achievement will be assessed through homework assignments, tests, active participation in class discussions and debates, a book report and a final exam.

This course has Expectations for Student Learning 1, 2, and 6 as its primary concern and also supports Expectations 3, 4, 7, and 9.

EUROPEAN HISTORY: 1789-1917: REVOLUTIONS
For students in grades 11 and 12

Semester I – 2.50 credits

Course #261

Prerequisites: None

Description: The 19th century was a century of Revolution for Europe. Beginning with the French Revolution in 1789 and ending with the Russian Revolution in 1917, this course will examine the Revolutions of this turbulent century. Using both primary and secondary sources we will examine revolutions in politics, ideas, family, technology and art. What brought on such a tumultuous century? What were the effects of these great changes? We will analyze how these revolutions grew and how they influenced each other and the century.

Evaluation: Student achievement will be assessed through homework, demonstration of preparation for class through class participation, tests, essays, reports, and a final exam.

This course has Expectations for Student Learning: 1, 2, 5, 6 and also supports Expectations 4.

SOCIAL STUDIES COURSES OFFERED SECOND SEMESTER

PSYCHOLOGY – NORMAL AND ABNORMAL BEHAVIOR **Semester II – 2.50 credits** **Course #219**

For students in grades 11 and 12

Prerequisites: None (Psychology I is not a prerequisite)

Description: Psychology is an in-depth study of human behavior. Topics are chosen that focus on the individual as a functioning organism. During the second semester these topics include human growth and development, personality theory, normal and abnormal behavior, and approaches to addressing abnormal behavior. Students who take both psychology courses #216 and #219 will have had the equivalent of an introductory course in psychology at the college level. Discussion is central to the class and requires an ability to view all perspective and behaviors with an open mind. Students must be able to synthesize material and apply content and concepts to novel situations. Daily homework includes reading and writing; major written assignments must be typed.

Evaluation: Evaluation will be based on preparation for class, written and oral reports, unit tests, individual projects, and a semester exam.

This course has Expectations for Student Learning: 1, 2, 3, and 6.

PSYCHOLOGY - SENIOR PSYCHOLOGY **Semester II – 2.50 credits** **Course #220**
For students in grade 12 only

Prerequisites: None

Description: This course is an investigation of issues in developmental psychology from a personal perspective. Topics include the nature of family, parent/child relationships, childhood, adolescence, and search for identity, love and friendship, and developmental issues of adulthood. Students must be able to synthesize materials, apply content and concepts, and integrate the theoretical with the experiential. Students must also be willing to participate actively in class discussions. All assignments must be typed.

Evaluation: Student progress will be assessed through weekly papers, class participation, and a semester exam.

This course has Expectations for Student Learning: 2, 3, and 8

ECONOMICS – INTRODUCTION TO ECONOMICS **Semester II – 2.50 credits** **Course #221**
For students in grades 11 and 12

Prerequisites: SUCCESSFUL COMPLETION OF UNITED STATES HISTORY

Description: This course introduces the students to the ideas, methods, and data of microeconomics and macroeconomics. Topics include supply and demand, price, factors of production, organization of production, money and banking, and the business cycle.

Evaluation: Achievement is assessed through homework, class participation, tests, essays, and a final exam.

This course has Expectations for Student Learning: 1, 2, & 3.

AREA STUDIES – TWENTIETH CENTURY RUSSIA * **Semester II – 2.50 credits** **Course #235**
For students in grades 11 and 12

Prerequisites: None

Description: This course investigates a revolutionary society in the Twentieth Century through a consideration of the following topics: economic, political and social conditions in Russia before the 1917 revolution; the impact of a Western set of ideas (Marxism) on a non-Western nation; and the leaders of the Soviet Union: Lenin, Stalin, Khrushchev, Brezhnev, and Gorbachev. This course is designed for students with a strong interest in history and who are willing to undertake extensive reading. It requires students to synthesize data from a variety of sources and to evaluate the reliability of differing interpretations of historical events. Major assignments should be typed.

Evaluation: Student achievement is assessed through homework, demonstration of preparation for class through recitation, examinations, essays, reports and a final exam.

This course has Expectations for Student Learning: 1, 2, 5, 6

* **Not offered in 2006-2007**

ANCIENT HISTORY – ROME **Semester II – 2.50 credits** **Course**
#237

For students in grades 11 and 12

Prerequisites: None

Description: This course examines the rise of Rome from Republic to Empire and its impact on world history up to the present day. Topics addressed include the archeological and mythical origins of Rome, the rise and fall of the Republic, the rise and fall of the Empire. We will focus on the movers and shakers of Roman history, the evolution of Roman government, the impact of Greece on Roman art, architecture, and literature, the rise of Christianity, the fall of the Western Roman Empire and the roots of the Dark Ages. We will explore the Roman legacy, particularly in terms of its impact on the United States.

Evaluation: Evaluation will be based on homework, class participation, book reports, tests, and a final exam.

This course has Expectations for Student Learning 6 and also supports Expectations: 2

SOCIOLOGY – SOCIAL PROBLEMS IN THE UNITED STATES **Semester II – 2.50 credits** **Course**
#245

For students in grades 11 and 12

Prerequisites: None

Description: A variety of current social problems are examined in this course. At the beginning of the semester, students assist in choosing the particular issues to be studied and take some leadership in planning class activities. Topics selected in the past have included crime, poverty, illicit drugs, and race and ethnicity. Students must be willing and able to undertake individual and group projects using resources outside of the classroom.

Evaluation: Evaluation will be based on tests, book reviews, class presentations, essays and a final exam.

This course has Expectations for Student Learning: 1, 2, 3, 5, 7, 8, 9 and also supports Expectations 6.

SOCIOLOGY – MARXIST STUDIES* **Semester II – 2.50 credits** **Course #247**

For students in grades 11 and 12

Prerequisites: Completion of another course in sociology, psychology, or philosophy is recommended but not required.

Description: This course will examine the idea of Marxism as a theory and the reality of Marxism in practice. Questions to be considered will include: What is the responsibility of an individual to his/her society? What is the responsibility of the society to the individual? How can we motivate people to work? Should a government provide equality, or equality of opportunity? Can democracy exist under capitalism, socialism or communism? What is justice? What is freedom? What role does religion play as an institution in society? Students will be expected to read serious literature in the social sciences. Some readings will be primary sources in Marxism; some will be contemporary criticism. The course will have both a philosophical and historic dimension. Students will analyze concepts and situations, synthesize ideas and evaluate events and ideologies. At times, the work will be individual in nature; on other occasions, work will be done cooperatively.

Evaluation: Student achievement will be assessed through homework assignments, quizzes and tests, class discussion, individual and group projects, written reports and a final exam.

This course has Expectations for Student Learning: 1, 2, 3, 6, 9 and also supports Expectations 5, 7, and 8.

***Not offered in 2006-2007**

**MAKING MODERN AMERICA - US HISTORY
#251**

Semester II – 2.50 credits

Course

For students in grades 11 and 12

Prerequisites: Successful completion of United States History

Description: This course examines how the American nation was redefined after the trauma of the Civil War and how industrialization and immigration helped redefine society at the turn of the century. We will analyze the major developments in politics from Reconstruction to the new Deal and will also focus on cultural developments such as the emergence of jazz, commercial amusements (Coney Island, dance halls, and early movies), and changing lifestyles in the 1920's. The issues of race, gender, and national identity will be central to our study which will include a range of political, social, and cultural history.

Evaluation: Student achievement will be assessed through homework assignments, tests, class participation, written reports and a final exam.

This course has Expectations for Student Learning 1, 2, 3, and 6 as its primary concern.

CONSTITUTIONAL LAW - U.S. HISTORY

Semester II – 2.50 credits

Course #254

For students in grades 11 and 12

Prerequisites: Successful completion of United States History

Description: Every major issue in United States History has ultimately come before the United States Supreme Court for adjudication. Slavery, segregation, affirmative action, right to life or the right to choose is only the tip of the iceberg. Students through research, oral arguments, and analytical writing assignments will study a selection of some of the most controversial cases in United States History.

Evaluation: Student achievement will be assessed through homework assignments, quizzes, tests, class presentations, essays, and a final exam.

This course has Expectations for Student Learning: 1, 2, 3, 6.

**EUROPEAN HISTORY: DICTATORSHIPS AND DEMOCRACY
#262**

Semester II – 2.50 credits Course

For students in grades 11 and 12

Prerequisites: None

Description: This course will examine the challenges of 20th century Europe and the struggle of democracy in the face of powerful dictatorships. Why was the transition to democracy so difficult after World War I? Why was fascism so appealing? We will examine the rise of dictators such as Hitler, Stalin, and Mussolini and study the divisions left in Europe at the end of World War II. This course will give you a greater understanding of events in 20th century Europe and help you understand the struggle of ideas that helped to shape the world in which we live.

Evaluation: Student achievement will be assessed through homework, demonstration of preparation for class through class participation, tests, essays, reports, and a final exam.

This course has Expectations for Student Learning: 1, 2, 5, 6 and also supports Expectations 4.



CONSORTIUM STUDY FROM CONCORD-CARLISLE

Social Studies Consortium

Three seniors are selected in their junior year by the Social Studies Department to participate in this four-school consortium program including:

CONCORD-CARLISLE HIGH SCHOOL

CONCORD ACADEMY

MIDDLESEX SCHOOL

WESTON HIGH SCHOOL

For complete information about this program, which is designed to recognize outstanding students of social studies, please contact the chairperson of the Social Studies Department

