

World History and Geography 1

History

Texts	<i>Human Legacy</i> . Ramirez, Stearns, and Wineburg: Holt, 2008.
Course Overview	World History and Geography 1 is a survey of the development of the world's cultures from prehistory to the 13 th century, with an emphasis on the study of the world's major geographical regions.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast characteristics of civilizations. • Determine the difference between fact and opinion (bias) in primary sources. • Explore various world religions and their impact on society. • Interpret primary source documents. • Formulate thesis sentences to accurately answer questions. • Create strong writing skills through the use of historical fact and analysis. • Determine the characteristics and geographical influences of a civilization. • Analyze archeological evidence and how it influences cultural growth. • Evaluate information through close reading of texts.
Assessments	<p>Students will be given a variety of assessments including, but not limited to:</p> <p>Multiple choice tests Short answer Essay writing of 1 or multiple paragraphs Web quests Major research projects that include the use of technology Document Based Questions Study questions Reading notes</p>
Sample Activities	<p>Document-based question on the seven aspects of civilization Students read “Clan of the Cave Bear” and discuss how it portrays prehistoric civilizations Geographical analysis of geography’s influence on Early River Valley Civilizations through the creation of maps. Hieroglyphic activity—Students read passages about Egyptian daily life and create an Egyptian cartouche that represents an aspect of daily life in ancient Egypt. Individual research project in which students compare aspects of civilizations in the main ancient River Valley civilizations of Mesopotamia, Egypt, China, and India</p>

Technology	Students will use the following forms of technology: Smart Board; Wireless Projector; Noodle Tools for research; Power Point for lecture and note taking; Internet Search on professional sites; iMovie project; audio recording of lectures; document camera; advanced Microsoft Word formatting for essay-writing.
Other Notes	The focus of this class is to familiarize students with primary source materials as often as possible. Students are frequently given opportunities to write different forms of historical analysis. The main purpose of this course is to teach students to think analytically through an understanding of the past.

World History and Geography 2

History

Texts	<i>World History: Human Legacy</i> . Ramirez, Stearns, and Wineburg: Holt, Rinehart, & Winston, 2008.
Course Overview	World History and Geography 2 is a survey of the development of the world's cultures from the 13th century to the present, with an emphasis on the study of the world's major geographical regions
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze historical documents in order to obtain a well-rounded view of each historical period studied. • Compare and contrast the differing viewpoints surrounding historical events. • Connect the events of the past with those of today. • Debate the validity of the decisions made by leaders in the past as they confronted difficult situations. • Explore the impact of new ideas, new technologies, and new products as the world became increasingly inter-connected. • Formulate a thoughtful thesis and create a strong essay based on the materials studied in class. • Research the events of the past through the use of primary-source documents, artwork, etc. • Understand the cultures of the world, especially as these cultures are influenced by geography.
Assessments	<p>In World History and Geography 2, students will be given a variety of assessments, including (but not limited to):</p> <p>reading quizzes, unit tests, group projects, debates, document-based questions and essays, research papers, student-created artwork, mid-term exam, final exam</p>
Sample Activities	<p>Students listen to music from the European Middle Ages and from the European Renaissance, and then compare and contrast the styles and purpose of the music as it relates to the ethos of these eras.</p> <p>Students are divided into two teams to debate the merits of putting Martin Luther on trial during the Reformation.</p> <p>Students write a journal entry in which they describe life during Stalin's dictatorship from a peasant's point of view.</p> <p>Using primary source documents from the 1920s and 1930s, such as passages from Hitler's <i>Mein Kampf</i>, articles from the <i>New York Times</i>,</p>

	<p>and British Prime Minister Neville Chamberlain's speech to Parliament, students are asked to answer the following questions: Why was the world plunged into World War II in 1939? What is the most effective response to aggression—appeasement or collective security?</p> <p>Students analyze current events and connect them to events from the past.</p>
Technology	<p>Students are expected to be able to use their computer for research, evaluate websites for validity of content, create power-point presentations, use the school website for creating a calendar of class events, watch videos and evaluate their historical perspective, use their computers to make iMovies of assigned topics, etc.</p>
Other Notes	<p>The focus of this class is to familiarize sophomore students with primary source materials as often as possible. Students are frequently given opportunities to write different forms of historical analysis. The main purpose of this course is to teach students to think analytically through an understanding of the past.</p>

World History AP

History

Texts	<i>Ways of the World: A Global History with Sources</i> , Strayer; Bedford St. Martin's, 2011.
Course Overview	World History AP is an advanced survey of World History in which students develop a greater understanding of the evolution of global processes in interaction with different types of human societies from across the globe.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze perspectives on key societies and events from multiple viewpoints • Argue historical theses from historical evidence • Compare and contrast societies and events • Connect different civilizations through the exchange of ideas, goods, and biological organisms • Critique primary and secondary historical sources based on the point-of-view of the author • Discuss historical topics based on primary and/or secondary source readings • Evaluate historical causation through chronological reasoning • Infer information based on the tone of historical writing • Interpret information from written sources, visual sources, charts, and maps • Organize groups of primary source documents by theme • Research specific topics in global history for individual and group projects • Synthesize conclusions from different historical thinking skills • Understand the main ideas from each of the six thematic time periods • Write an appropriate essay in response to the three AP World essay types (Document-based question; Change and Continuity Over Time; Compare and Contrast)
Assessments	<p>Unit Tests for each thematic period, a Semester Exam, and a Final Exam featuring both multiple choice questions and essays</p> <p>Document Based Essays</p> <p>Homework Quizzes based on readings from the text</p>
Sample Activities	<p>Reading of primary sources and written response to analysis questions in “Considering the Evidence” section found at the end of each chapter</p> <p>Group discussion of primary and secondary sources</p> <p>“Dating Game”: Students deduce dates of key events to hone chronological reasoning skills</p> <p>“Cultural Exchange Game”: Students determine the identity of a commodity or idea based on information about its origin and spread</p>

Technology	Use of laptops and class portal for all class lessons and organization of course materials Use of Internet websites as enrichment for additional primary sources and visual information on major topics Use of desktop publishing programs for research projects Use of library databases for research projects
Other Notes	All students are expected to take the AP World Exam given by the College Board each May

U.S. History

History

Text	<i>American Anthem</i> , Ayers, de la Teja, Schulzinger, White; Holt, 2009.
Course Overview	U.S. History is a survey covering the early years of exploration through the post-Cold War era, with an emphasis on the development of the American political system and culture.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Acquire the skills for taking notes on college style lectures. • Analyze key concepts and trends of United States History. • Appreciate the diversity of American experience. • Discuss key issues as they appear in past and present. • Argue a point of view using historical information. • Connect people and events from the past to modern developments. • Debate controversial issues. • Interpret primary sources to enhance knowledge of a variety of eras. • Discuss the social, political and economic evolution of America. • Evaluate the successes and failures of various Presidents and organizations. • Explain the underlying causes of historical trends and movements. • Formulate a thesis statement. • Narrate historical events. • Organize ideas for the purpose of writing a cogent essay. • Question the motives/perspective. • Research specific topics in greater depth to provide a sense of expertise. • Compare and contrast people, places, ideas, etc. • Appreciate the nuances of history.
Assessments	<p>Historical analysis essays Mid-year and Final exams Individual and/or group projects that expand the breadth of students' knowledge about particular subjects Discussions/debates on the practicality of policies, political ideologies, and laws Reading assignments that correspond to class chronology</p>
Sample Activities	<p>Early American Stock Exchange: Students judge the success and practicality of policy from Washington through Jefferson.</p> <p>Fireside Chats Project: Students create a podcast series to discuss 1930s policy while analyzing the power of new media mechanisms.</p> <p>Lux Delux: Through a computer game, students will familiarize themselves with the enhanced warfare and rapid occupation of the World War II era while attempting to create an empire.</p> <p>Transatlantic Trade Game: A historical simulation in which students move from port to port trading goods and learning the major features of American trade in the Colonial Era.</p> <p>Secondary Source Analysis: Reading and discussion of a short section of a</p>

	<p>historical nonfiction in class to explore different interpretations of historical events.</p> <p>Oral History Project: Students write a biographical essay on the life of a family member or friend focusing on their observations of major American history events of the 20th century.</p> <p>Revolutionary Newspaper: Students will use the knowledge they have acquired from lectures, homework, and discussion to write an article that encapsulates the colonial mindset during the 1770s.</p>
Technology	<p>Document Reader</p> <p>PowerPoint / Keynote Presentations</p> <p>YouTube clips</p> <p>Podcasts</p> <p>iMovie</p> <p>Films</p> <p>Music</p> <p>Familiarity with library databases</p>

United States History AP History

Texts	<i>American Pageant</i> , Fifteenth Edition, AP Edition. Kennedy, Cohen: Wadsworth, Cengage Learning, 2011.
Course Overview	United States History AP is a survey covering the early years of exploration through the post-Cold War era, with an emphasis on the development of the American political system, and diplomatic, military, and cultural history. It follows the Advanced Placement curriculum.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze and interpret primary sources. • Formulate a thesis statement. • Analyze key concepts and trends in United History and elucidate these concepts and trends in oral and written form. • Write with analysis, nuance, and historical complexities. • Organize arguments effectively in written form. • Compare and contrast events historical events. • Evaluate to what extent historical events impacted the American social, political, and economic landscape. • Understand historical cause and effect. • Connect social, political, and economic trends across different time periods. • Close-read a historical textbook to decipher key themes and topics. • Acquire a successful amount of historical knowledge in order to be successful on the National AP Exam. • Research primary source information. • Persevere through the rigorous requirements of AP US History. • Prioritize schedule to stay current with daily assignments. • Listen to students and teacher during daily discussions.
Assessments	<p>Daily reading quizzes In-class multiple choice and essay exams In-class DBQ essays Complete homework assignments DBQ Research project</p>
Sample Activities	<p>Group Chronological order: Each student is given a historical event and they are required to successfully place themselves in the correct chronological order as they relate to the events of their classmates.</p> <p>Creating SEPTIC charts: Students will create SEPTIC (social, economic, political, technological, ideological, and cultural) charts with other group members to organize effectively key events, time periods, social groups, etc.</p> <p>Analyzing primary sources: On their own and with peers, students will analyze and interpret primary sources.</p> <p>Historical matching: Students will be provided with a lengthy list of terms</p>

	<p>and definitions to correctly match.</p> <p>Dating Game: Students will compete against their peers to correctly identify the time period (within a set window of time) of a specific event.</p> <p>Cause and effect: Students will correctly match a historical cause with the effect.</p> <p>Create multiple choice questions: Students will create their own multiple choice questions to further their understanding of key historical topics and terms.</p> <p>Atomic Bomb debate: Students will argue the merits of the United States using the atomic bomb during WWII from the perspective of the Japanese survivors, U.S. military, Truman’s advisors, and the members of the Manhattan Project.</p>
Technology	<p>Podcasts</p> <p>YouTube clips</p> <p>Music</p> <p>Working with library databases</p> <p>PowerPoint</p> <p>Using the Portal</p> <p>Creating PDF files</p>

Contemporary United States History

History

<p>Texts</p>	<p><i>The Sixties Unplugged</i>, Degroot; Harvard, 2008. <i>Boom!</i>, Brokaw ; Random House, 2007. <i>The Next Decade</i>, Friedman; Anchor Books, 2011. <i>The New Imperial Presidency</i>, Rudalevige; University of Michigan Books, 2005. <i>The Age of Reagan</i>, Wilentz; Harper Collins, 2008. <i>Presidential Power</i>, Neustadt; Free Press, 1990. <i>The Seventies</i>, Schulman; De Capo, 2001. Podcasts from iTunesU: History 7B – The University of California at Berkeley, 2006. Professor Jennifer Burns. History 130B – The University of California at Berkeley, 2011. Professor Daniel Sargent. United States History, post 1945 – The University of Virginia, 2012. Professor Jennifer Burns. Other selected articles from scholarly journals, magazines.</p>
<p>Course Overview</p>	<p>Contemporary United States History is a course in which students analyze events and movements in post-World War America, including the Civil Rights movement and the Viet Nam War, in an effort to understand the policies of today.</p>
<p>Skills Taught</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Acquire the skills for taking notes on college style lectures • Analyze the development of modern political platforms and party realignment • Discuss the practicality of foreign and congressional policy • Argue a point of view using historical information • Connect people and events from the past to modern developments • Debate controversial issues and their effect on modern society • Interpret primary sources to enhance knowledge and perspective • Discuss the social, political and economic evolution of modern America • Evaluate the successes and failures of various Presidents and organizations • Explain the underlying causes of historical trends and movements • Organize ideas for the purpose of writing cogent essays and making sound arguments • Research specific topics in greater depth to provide a sense of expertise • Appreciate the nuances and temporality of history
<p>Assessments</p>	<p>Historical analysis essays Midterm and Final exams Individual and group projects that expand the breadth of students’ knowledge about particular subjects Discussions and debates regarding the practicality of policies, political ideologies, and laws</p>

<p>Sample Activities</p>	<p>The EHS Stock Exchange: Students assess the risk associated with investment as well as experience on a more intimate level the precarious status of the American economy.</p> <p>Supreme Court Simulation: Students are given the opportunity to examine their own personal constructionist attitudes in the process of justifying the viability of law based on judicial evidence.</p> <p>Create a Candidate Project: Students must create a fictitious candidate with a subsequent platform that could likely warrant election in a Gubernatorial, Senate, or House race of assignment.</p> <p>The transformative nature of the 1960s through music: An assessment of the evolution of sixties politics and culture through the analysis of popular music of the decade.</p> <p>Forming a Super-Cabinet: Following a close analysis of 10+ Presidents, students will have the knowledge to identify the most competent and savvy secretaries of the modern era.</p> <p>Photo Essays of the Vietnam War: Focusing on the graphic imagery of the era, students will examine the struggle and chaos of the American campaign in Southeast Asia.</p>
<p>Technology</p>	<p>Document Reader PowerPoint / Keynote Presentations YouTube clips Podcasts (both created and from iTunesU) iMovie Films Music Familiarity with library databases</p>

Economics History

Texts	<p><i>Fundamentals of Economics: Making Your Way in Our Economy</i> . Daniel Francis Hess: The Center for Learning, 2012.</p> <p><i>The World is Flat</i>. Thomas L. Friedman: Picador/Farrar, Straus and Giroux, 2007.</p> <p><i>The Undercover Economist</i>. Tim Hartford: Random House, 2007.</p>
Course Overview	A survey of basic economic principles and problems with an emphasis on real world analysis and application.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze current events in light of established economic theory. • Compare and contrast economic policies and theories. • Connect economic principles with real world situations. • Debate the validity of political policy concerning economics. • Explore models that explain opportunity cost, scarcity, international trade, banking and the world economy. • Formulate thoughtful opinions about the world and express them in well constructed essays based on the material covered in class. • Research current, historical, and theoretical economic topics and documents. • Understand the world through broad and applicable economic concepts.
Assessments	<p>In Economics students will be given a variety of assessments, including (but not limited to):</p> <p>Quizzes Tests Blog posts and responses Group projects Research papers Reading quizzes Final exam and project</p>
Sample Activities	<p>Students perform an experiment illustrating diminishing marginal utility with a popular candy.</p> <p>Students research historical changes in prices of a commodity, write a paper and illustrate price changes with supply and demand graph.</p> <p>Students create a personal finance plan for themselves complete with monthly budget, retirement account, and home and auto loan.</p> <p>Students participate in a multi week investing contest requiring them to learn about the nature and function of the stock market</p>
Technology	Students are expected to use their computers to take notes and complete projects in multiple formats, including but not limited to power point and iMovie. Students are also expected to demonstrate economic concepts on the whiteboard using slides and the Easy MP and Polyvision pens.

Government History

Texts	<i>American Government and Politics Today.</i> Schmidt, Shelley, Bardes, and Ford
Course Overview	This course is a survey of the development of the government of the United States, with an emphasis on the study of the United States Constitution, changing interpretations and the evolution of the American government, and how participation in our system of government can result in changes in the political system.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze the United States Constitution, important court cases, and other primary documents in order to obtain a well-rounded and balanced view of the American political system. • Compare and contrast the differing viewpoints surrounding important constitutional issues, both in the past and the present. • Connect the changing views of the role of government and the interpretation of the Constitution, and explain and understand the forces that affect political change and interpret the consequences of political change. • Debate the validity of the decisions made by leaders in the past as they confronted difficult situations, and then relate these past decisions to the contemporary American political environment. • Explore the impact of new ideas, new technologies, and new products on politics in an increasingly interconnected world. • Formulate a thoughtful thesis and create a strong essay based on the materials studied in class. • Research contemporary political issues through the use of primary-source documents, news articles, and other sources. • Understand the complexity of American political culture and how competing and conflicting political interests interact and influence the American political environment.
Assessments	In Government, students will be given a variety of assessments, including (but not limited to): reading quizzes, unit tests, group projects, debates, document-based questions and essays, research papers, student-created artwork, mid-term exam, final exam

Sample Activities	<p>Students analyze the conflict between the Elastic Clause (Art. 1, Sec. 8, Paragraph 18) of the Constitution and the Reserved Powers Amendment (Amendment X) and describe how this conflict has been resolved in the past and how it continues to be a focal point for constitutional issues. Students are divided into two teams to debate the merits of loose construction versus tight construction of the Commerce Clause of the US Constitution.</p> <p>Students write an analysis of a single issue in the most current election cycle, and evaluate the merit of the arguments presented by both parties on their assigned issue.</p> <p>Using primary source documents contemporary newspapers, magazines, and Internet sources, students prepare and participate in panel discussions on energy use, development, and conservation.</p> <p>Students analyze current events and connect to political and societal debates of the past.</p>
Technology	<p>Students are expected to be able to use their computer for research, evaluate websites for validity of content, create power-point presentations, use the school website for creating a calendar of class events, watch videos and evaluate their political perspective, use their computers to make iMovies of assigned topics, etc.</p>
Other Notes	<p>The focus of this class is to familiarize senior students with primary source materials as often as possible. Students are frequently given opportunities to write different forms of political. The main purpose of this course is to teach students to think analytically and development an understanding, and appreciation, of the American political system.</p>

Introduction to Psychology

History

Texts	<i>Psychology (10th edition)</i> . Wade and Tavris: Pearson/Prentice Hall, 2011.
Course Overview	Introduction to Psychology is a course designed to introduce students to the theoretical bases of psychology, and to offer students an overview of psychological history and principles, as well as the application of these principles to everyday life.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the systematic and scientific study of the behavior and mental processes of human beings and other animals. • Connect the history of the field of psychology with current methods and practices. • Participate in several experiments and demonstrations that elucidate the principles of psychology. • Question their own thoughts, motivations, and behaviors, and explain those thoughts, motivations, and behaviors using the current principles of psychology. • Explore and understand the causes and current treatments for psychological disorders. • Appreciate the complexity of the structure and function of the human brain and the nervous system. • Understand cognitive processes, including learning, memory, and intelligence. • Analyze human behaviors both individually and sociologically in an effort to synthesize explanations of these behaviors. • Research psychological principles using journal articles reporting empirical research.
Assessments	<p>Students will be given a variety of assessments including, but not limited to:</p> <p>Reading quizzes Unit tests Group projects Experiments (design and/or implementation) Research papers Exams</p>
Sample Activities	<p>Students complete a “Smile Experiment” in which they conduct an observational study on non-verbal communication at EHS.</p> <p>Students are administered the MBTI (Myers Briggs Type Indicator) and are given the results of this personality assessment. They then write a response to these results.</p> <p>In small groups, students conduct research into the effects of various drugs on the brain, and present those findings to the class in a multi-media format.</p>

Technology	Students are expected to be able to use their computer for research, evaluate websites for validity of content, create power-point presentations, use the school website for creating a calendar of class events, watch videos and evaluate their psychological perspective, use their computers to make iMovies of assigned topics, etc.
Other Notes	The ultimate goal is for students to come to a better understanding of their own behaviors and the behaviors of the people around them. Students are asked to view psychology as a science, and to develop critical thinking skills.

World War II

History

Texts	<i>World War II A Short History</i> , 5 th ed. Michael J. Lyons <i>War Stories Remembering World War II</i> , Elizabeth Mullener
Course Overview	This course will cover the causes, the course and the consequences of World War II
Skills Taught	The student will be able to: <ul style="list-style-type: none"> • Document the events leading up to World War II • Compare and Contrast the major Allied and Axis commanders • Honor the sacrifices made by Americans during the war • Understand how the Treaty of Versailles planted the seeds of WWII • Critique films depicting the WWII era • Articulate Hitler's mistakes that cost Germany WWII • Debate the dropping of the atomic bomb on Japan • Describe the various significant inventions that emerged from WWII • Explain how the Cold War emerged from WWII • Discuss the Nazi policy of Gleichaltung (a policy embodied in the phrase "One people, one nation, one leader")
Assessments	Book report Movie critiques Exams with essay, short answer and multiple choice questions Homework questions
Sample Activities	Interview Veterans (either in person or via the internet) WWII Relics hunt (a WWII themed scavenger hunt) Listen to WWII veterans as they talk about their experiences Watch videos and/or DVD
Technology	Internet web searches DVD and streaming videos for movie activities

Microeconomics AP

History

Texts	<i>Principles of Economics</i> . N. Gregory Mankiew: South-Western Cengage. 2012.
Course Overview	A survey of advanced microeconomic principles and problems with an emphasis on real world analysis and application.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze current events in light of established economic theory. • Compare and contrast market structures and the firms that operate within them. • Connect economic principles with real world situations. • Debate the validity of political policy concerning economics. • Explore models that explain opportunity cost, scarcity, international trade, supply and demand, and firm behavior. • Formulate thoughtful opinions about the world and express them in well constructed essays based on the material covered in class. • Research current, historical, and theoretical economic topics and documents. • Understand the world through broad and applicable microeconomic concepts.
Assessments	<p>In Microeconomics AP, students will be given a variety of assessments, including (but not limited to):</p> <p>Quizzes Tests Blog posts and responses Group projects Research papers Reading quizzes Final exam and project</p>
Sample Activities	<p>Students perform an experiment illustrating diminishing marginal utility with a popular candy.</p> <p>Students research historical changes in prices of a commodity, write a paper, and illustrate price changes with a supply and demand graph.</p> <p>Students create a comprehensive review of an AP topic such as taxes, perfect competition, monopoly or game theory.</p> <p>Students participate in discussions surrounding current events and economics while applying knowledge learned in class.</p>
Technology	<p>Students are expected to use their computers to take notes and complete projects in multiple formats, including but not limited to power point and iMovie. Students are also expected to demonstrate economic concepts on the whiteboard using slides and the Easy MP and Polyvision pens.</p>

Macroeconomics AP

History

Texts	<i>Principles of Economics</i> . N. Gregory Mankiew: South-Western Cengage. 2012.
Course Overview	A survey of advanced macroeconomic principles and problems with an emphasis on real world analysis and application.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze current events in light of established economic theory. • Compare and contrast fiscal and monetary policy as well as theoretical and actual outcomes of implementing such policies • Connect economic principles with real world situations. • Debate the validity of political policy concerning economics. • Explore models that explain inflation, unemployment, and economic growth. • Formulate thoughtful opinions about the world and express them in well constructed essays based on the material covered in class. • Research current, historical, and theoretical economic topics and documents. • Understand the world through broad and applicable macroeconomic concepts.
Assessments	<p>In Economics students will be given a variety of assessments, including (but not limited to):</p> <p>Quizzes Tests Blog posts and responses Group projects Research papers Reading quizzes Final exam and project</p>
Sample Activities	<p>Students perform a speech outlining possible improvements to current U.S. economic policy.</p> <p>Students research historical changes in price level and create a project explaining these changes.</p> <p>Students create a comprehensive review of an AP topic such as changes in AD/AS, the Phillips Curve, or currency exchange rates in the open economy.</p> <p>Students participate in discussions surrounding current events and economics while applying knowledge learned in class.</p>
Technology	Students are expected to use their computers to take notes and complete projects in multiple formats, including but not limited to power point and iMovie. Students are also expected to demonstrate economic concepts on the whiteboard using slides and the Easy MP and Polyvision pens.

Modern European History AP History

Texts	<i>A History of Western Society 10th Ed.</i> John McKay, Bennett, et al: Bedford/St. Martin's, 2011.
Course Overview	Modern European History AP is an advanced survey of European history from the Renaissance through the Cold War era. It follows the Advanced Placement curriculum.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Analyze effectively primary sources. • Describe changes in political and religious thought and institutions. • Identify scientific and technological developments and their consequences. • Articulate major trends in art and literature. • Evaluate intellectual and cultural developments and their relationship to social values and political events. • Describe the rise and functioning of the modern state in its various forms. • Compare and contrast various wars, revolutions and their consequences. • Synthesize and evaluate efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations. • Interpret the shift in social structures from hierarchical orders to modern social classes and the changing distribution of wealth. • Debate gender roles and their influence on work, social structure, family structure and interest group formation. • Compare and contrast private and state roles in economic activity. • Research the development of racial and ethnic group identities. • Determine the role of industrialization and urbanization in transforming cultural values and social relationships.
Assessments	<p>Vocabulary and reading quizzes Unit tests Essays using primary and secondary sources Document analysis Quick writes Midterm and final exams AP Exam</p>
Sample Activities	<p>Class discussions and debate over the interpretation of historical documents and art Socratic seminars, peer editing strategies</p>
Technology	Power points, library databases, web quest and searches
Other Notes	The student is expected to take the AP examination at the end of the year.

AP Psychology

History

Texts	<i>Myers' Psychology for AP</i> , New York. David G. Myers: Worth Publishers, 2011.
Course Overview	<i>AP Psychology</i> is a year-long course that follows the AP curriculum, designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the systematic and scientific study of the behavior and mental processes of human beings and other animals. • Connect the history of the field of psychology with current methods and practices. • Participate in several experiments and demonstrations that elucidate the principles of psychology. • Question their own thoughts, motivations, and behaviors, and explain those thoughts, motivations, and behaviors using the current principles of psychology. • Explore and understand the causes and current treatments for psychological disorders. • Appreciate the complexity of the structure and function of the human brain and the nervous system. • Understand cognitive processes, including learning, memory, and intelligence. • Analyze human behaviors both individually and sociologically in an effort to synthesize explanations of these behaviors. • Research psychological principles using journal articles reporting empirical research. • Write cogent explanations of various psychological phenomena.
Assessments	<p>Students will be given a variety of assessments including, but not limited to:</p> <p>Reading quizzes Unit tests Group projects Experiments (design and/or implementation) Research papers Exams AP exam</p>
Sample Activities	<p>Students complete a “Smile Experiment” in which they conduct an observational study on non-verbal communication at EHS. Students are administered the MBTI (Myers Briggs Type Indicator) and</p>

	<p>are given the results of this personality assessment. They then write a response to these results.</p> <p>In small groups, students conduct research into the effects of various drugs on the brain, and present those findings to the class in a multi-media format.</p>
Technology	<p>Students use their computers to conduct research (both online and through various databases), evaluate websites for validity of content, create PowerPoint presentations, and use the school website to manage their class work.</p>
Other Notes	<p>The ultimate goal is for students to come to a better understanding of their own behaviors and the behaviors of the people around them. Students are asked to view psychology as a science, and to develop critical thinking skills.</p>

U.S. Government AP History

Texts	<i>American Government and Politics Today</i> , 2011-2012 Schmidt, Shelley, Bardes and Ford <i>The Road to the White House</i> 2012 9 th ed. Stephen J. Wayne
Course Overview	AP Government is a survey of the development of the government of the United States, with an emphasis on the study of the United States Constitution, changing interpretations and the evolution of the American government, and how participation in our system of government can result in changes in the political system. Students will also prepare for the AP US Government and Politics Exam.
Skills Taught	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Understand the “Paradox of the Presidency” and its implications for the American political system. • Appreciate different political cultures the agents of political socialization. • Organize, evaluate and write a thesis-directed essay. • Compare and contrast the differing viewpoints surrounding important constitutional issues, both in the past and the present. • Connect the changing views of the role of government and interpretations of the Constitution. • Understand the forces that affect political change and interpret the consequences of political change. • Describe how political decisions are made. • Document how a bill becomes a law in Congress. • Explain why politics and government are necessary. • Support the necessity of voting and political participation in a democratic society and political system. • Articulate the impact of critical Supreme Court decisions. • Communicate (email) with their elected officials.
Assessments	Answer AP Free Response Questions Multiple Choice exams Class discussions and debates Group activities
Sample Activities	Research paper on Federalism and its evolution Volunteer in the political campaign of their choice Identify and email lawmakers about issues of concern Prepare a television political ad Class debate over civil liberties
Technology	Students are expected to be able to use their computer for research, evaluate websites for validity of content, create power-point presentations, watch videos and evaluate their political perspective, use their computers to make iMovies of assigned topics, etc.

Other Notes	The focus of this class is to familiarize senior students with primary source materials as often as possible. The main purpose of this course is to teach students to think analytically and development an understanding, and appreciation, of the American political system as well as accept that they have a civic duty to vote and participate in the political process. The course will also prepare them for the AP U.S. Government and Politics exam.
--------------------	---