

# Social Studies

The Deerfield High School Social Studies department believes:

- that the Social Studies provide a framework for recognizing and accepting the responsibilities that come with being citizens of a democratic nation and members of a global community.
- that we should prepare students to meet these responsibilities through an unwavering commitment to the free exchange of ideas
- that we should seek to develop in students a curiosity about and sensitivity to the environment in which they live
- that at the core of democratic values is a belief in the value and dignity of each person
- that developing in students an understanding of history, both of our nation and the world, is an essential part of developing informed citizens

Four semesters of Social Studies, including two semesters of United States History and at least one additional semester of civics instruction, are required for graduation. Many colleges require three or more years of social studies for admission.

## SOCIAL STUDIES COURSE OFFERINGS

	Credit	Freshman	Sophomore	Junior	Senior
World History	2.00	✓	✓		
World History Survey	2.00	✓	✓		
World History Honors	2.00	✓	✓		
World History - A	2.00	✓	✓	✓	✓
Perspectives on World History	2.00*	✓			
Modern History of the Developing World	2.00	✓	✓		
United States History	2.00		✓^	✓	✓
United States History Survey	2.00			✓	✓
AP United States History	2.00		✓^	✓	✓
American Studies: History/Literature	2.00*			✓	
United States History - A	2.00		✓	✓	✓
United States History Essentials	2.00		✓	✓	✓
United States History Fundamentals	2.00		✓	✓	✓
AP European History	2.00			✓	✓
Issues in Modern American Society	2.00				✓
International Relations (s)	1.00			✓	✓
Political Science (s)	1.00		✓^	✓	✓
AP Politics and Government	2.00		✓^	✓	✓
Psychology (s)	1.00		✓^	✓	✓
AP Psychology	2.00		✓^	✓	✓
Sociology (s)	1.00		✓^	✓	✓

**SOCIAL STUDIES COURSE OFFERINGS *continued***

	<b>Credit</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Sociology - A	2.00		✓	✓	✓
Economics (s)	1.00		✓^	✓	✓
AP Microeconomics and AP Macroeconomics	2.00		✓^	✓	✓
Geography and World Affairs Fundamentals	2.00	✓	✓	✓	✓
Geography and World Affairs Essentials	2.00	✓	✓	✓	✓
Social Issues Fundamentals	2.00			✓	✓
Social Issues Essentials	2.00			✓	✓
(s) Denotes a single semester course. * Concurrent enrollment with English course of same name is required. ^ With one year of Social Studies credit					

**WORLD HISTORY**

**753852 / 753854**

**Prerequisite:** None

**Credit:** 2.00

**Open to:** Grades 9-10

This course is an exploration of world history, stressing the importance of ideas across time and civilizations, as well as the political, social, economic and intellectual institutions that have molded the modern world. The geographic focus will be on the Middle East, Europe, East and South Asia, and Africa. Specific units of study include Rise of Civilizations, Classical Civilizations, the Medieval World, Renaissance and Reformation, Exploration and Empire, Ideas and Revolutions, the 19th Century World, the World at War, and the Research Portfolio. Curricular emphasis will be on primary and secondary sources, as well as literature and the arts. Students can expect daily reading and writing assignments; and assessments will include tests, projects, essays and class presentations. World History will emphasize the development of reading, research and writing skills as indicated on Phase I of the Social Studies Department Skills Targets.

**WORLD HISTORY SURVEY**

**753922 / 753924**

**Prerequisite:** None

**Credit:** 2.00

**Open to:** Grades 9-10

This course is an exploration of world history, stressing the importance of ideas across time and civilizations, as well as the political, social, economic, and intellectual institutions that have molded the modern world. The geographic focus will be on the Middle East, Europe, East and South Asia, and Africa. Specific units of study include Rise of Civilizations, Classical Civilizations, the Medieval World, Renaissance and Reformation, Exploration and Empire, Ideas and Revolutions, the 19th Century World, the World at War, and the Research Portfolio. Smaller class sizes promote the opportunity for more individualized learning to take place. Particular emphasis will be given to the acquisition and development through guided practice of the research, reading, and writing skills in Phase I of the Social Studies Skills Targets.

**WORLD HISTORY HONORS**

**754072 / 754074**

**Prerequisite:** None

**Credit:** 2.00

**Open to:** Grades 9-10

This course is an exploration of world history, stressing the importance of ideas across time and civilizations, as well as the political, social, economic and intellectual institutions that have molded the modern world. The geographic focus will be on the Middle East, Europe, East and South Asia, and Africa. Specific units of study include Rise of Civilizations, Classical Civilizations, the Medieval World, Renaissance and Reformation,

Exploration and Empire, Ideas and Revolutions, the 19th Century World, the World at War, and the Research Paper. Curricular emphasis will be on primary and secondary sources, as well as literature and the arts. Students can expect daily reading and writing assignments, and will be expected to display the ability to function independently as both readers and writers. Assessments will include tests, projects, essays and class presentations. World History Honors will emphasize the development of reading, research, and writing skills as indicated on Phase I of the Social Studies Department Skills Targets.

### **WORLD HISTORY – A**

**859442 / 859444**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 9-12

This course stresses the importance of political, social, economic and intellectual institutions that have molded the modern world. The course focuses on Europe, Africa, East and South Asia, and the Middle East. Current events are incorporated and students draw connections between the past and the present. Development of reading, research, and writing skills will be emphasized. Teachers focus on skill building in areas such as organization, time management, homework completion, self-advocacy and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one-to-one instruction when appropriate.

### **PERSPECTIVES ON WORLD HISTORY (Double Period, Integrated)**

**710052 / 710054**

**Prerequisite:** Concurrent registration in Perspectives on World Literature

**Credit:** 2.00

**Open to:** Grade 9

Perspectives is a team-taught, interdisciplinary course for freshmen that uses both historical and literary texts. These readings, along with certain films, music, and art explore ideas and themes such as the search for meaning, the pursuit of knowledge, and the allocation of and competition for resources. Units of study investigate the history and literature of Europe, Africa, China, India and the Middle East. Class work is focused on class discussion and daily writing. Literature selections may vary from year to year, but are always chosen to complement the historical ideas and themes studied. For example, students may read Dickens' *A Tale of Two Cities*, while studying the French Revolution, or Ha Jin's *Wreckage* while studying ancient and classical China. Homework is assigned daily, not only to extend and reinforce student learning, but also to develop independent analytical and processing skills.

### **MODERN HISTORY OF THE DEVELOPING WORLD**

**721352 / 721354**

**Prerequisite:** None

**Credit:** 2.00

**Open to:** Grades 9-10

Modern History of the Developing World examines contemporary Africa, East and South Asia, and Latin America. The course focuses on the current status of these regions and investigates to what extent the current situation is a result of the historical legacy of colonialism and imperialism. Various political, economic, geographical, and historical elements are considered; with an emphasis on incorporating accounts from the point of view of the native society rather than outsiders. Students generally have daily homework assignments, as well as long term projects. There are some tests throughout the year, but the class is more focused on projects and papers. Students will be assessed through both tests and papers/projects during the year. The course will emphasize the development of reading, research, and writing skills as indicated on Phase I of the Social Studies Department Skills Targets.

## **UNITED STATES HISTORY**

**754452 / 754454**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 2.00

**Open to:** Grades 10-11

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

This course offers a study of our nation's history concentrated on the period between the American Revolution and the present. Core areas of investigation include defining what it means to be an American, the functioning of a democratic republic, the interaction of governments and markets to create the context of American society, the impact of religious and cultural factors on events, the U.S. role in a unilateral and multilateral world, the rights and responsibilities of citizenship, and an understanding of current events in their proper historical context. Assessments include formal essays, projects, tests, and class presentations. Students can expect daily reading and writing assignments. Additionally, all students in US History will be assigned one book (non-fiction or fiction) per semester to read independently. Regular participation in class discussion and activities is required. A variety of instructional strategies and materials are utilized. These may include discussion, simulations, debate, lecture, document analysis, film and guest speakers. United States History will address the research, reading, and writing skills in Phase II of the Social Studies Skills Targets.

## **UNITED STATES HISTORY SURVEY**

**754622 / 754624**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 11-12

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

This course offers a study of our nation's history concentrated on the period between the American Revolution and the present. Core areas of investigation include defining what it means to be an American, the functioning of a democratic republic, the interaction of governments and markets to create the context of American society, the impact of religious and cultural factors on events, the U.S. role in a unilateral and multilateral world, the rights and responsibilities of citizenship, and an understanding of current events in their proper historical context. Students should expect daily assignments and extended projects and papers at least once a month. Activities focus on text book reading, outside reading, lecture/note taking, discussion, and multi-format tests and projects. Particular emphasis will be given to the acquisition and development through guided practice of the research, reading and writing skills in Phase II of the Social Studies Skills Targets.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

**754882 / 754884**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 2.00

**Open to:** Grades 10-11

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

An intensive college-level course with daily readings, both primary and secondary, and analytical writings accomplished independently. This course is a survey of United States history which emphasizes critical thinking, the analysis of source materials, and the examination of conflicting interpretations by historians of such themes as: the American Revolution, the Civil War, foreign relations, industrialism, immigration, civil liberties and the courts. Advanced Placement U.S. History addresses the research, reading and writing skills in Phase II of the Social Studies Skills Targets.

## **AMERICAN STUDIES: HISTORY (Double Period, Integrated)**

**731452 / 731454**

**Prerequisite:** Concurrent registration in American Studies: Literature

**Credit:** 2.00

**Open to:** Grade 11

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

American Studies is a team-taught, interdisciplinary course combining the study of American history and literature. Students use one discipline to understand the other and the format of the course explores the connections between them. The course follows both chronological and thematic sequences, and explores a

range of texts including novels, non-fiction, primary documents, essays, and speeches. By having two teachers in the classroom and meeting for an extended period of time, participating in a variety of small and large group work, discussion, and individual projects; the students join in building a unique learning community which fosters intellectual curiosity and risk-taking. Students examine the core beliefs and values of what it means to be an American through the study of the development of American government, and the role of America in the world; as well as grappling with challenging internal issues (e.g.; race, immigration) and their ongoing legacy. Students develop a range of writing and reading skills both in and out of the classroom. Assignments and homework provide opportunities for students to develop confidence in expressing their own voices and ultimately seeing themselves as active participants in America in the 21st century. American Studies will address the research, reading and writing skills in Phase II of the Social Studies Skills Targets. Students receive credit in both Social Studies and English.

### **UNITED STATES HISTORY – A**

**859342 / 859344**

**Prerequisite:** Departmental Recommendation

**Credit:** 2.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

This course offers a study of our nation’s history with major concentration on the period between the American Revolution and the present. The U.S. and Illinois constitutions are studied and students take the required constitution tests in the first semester of this course. Activities focus on text book reading, discussion, and multi-format tests and projects. Development of reading, research, and writing skills will be emphasized. Teachers focus on skill-building in areas such as organization, time management, homework completion, self-advocacy, and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one to one instruction when appropriate.

### **UNITED STATES HISTORY ESSENTIALS**

**856802 / 856804**

**Prerequisite:** Departmental Recommendation

**Credit:** 2.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

Illinois and U.S. Constitution test preparation and administration are included in the course. Students will engage in guided practice while learning about our nation’s history and government. The class focuses on skill development in reading, writing, group discussion and critical thinking. Focus is on practical application and curriculum is taught using concrete examples. Class time is spent reading, using technology for information, and discussing, as well as viewing media clips related to units of study. There will be homework to extend learning, but the assignments will generally be started in class under the teacher’s supervision.

### **UNITED STATES HISTORY FUNDAMENTALS**

**853312 / 853314**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course satisfies the U.S. History graduation requirement

This year-long course offers a study of America from the colonies (pre-Revolution) to the present. The U.S. and Illinois constitutions are studied in an engaged format. Students take the constitution test as a graduation requirement. Forming connections with structured support to analyze concrete, as well as abstract concepts is emphasized. Developing an understanding of the rights and responsibilities of citizenship, developing opinions and an awareness of U.S. past and current events, and placing these events into an historical context are emphasized. Activities focus on discussions, projects, simulations, and small groups using the students’ learning styles and differentiated instruction. When appropriate, this is a co-taught class with the United States History Survey class.

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

**756482 / 756484**

**Prerequisite:** Successful completion of U.S. History

**Credit:** 2.00

**Open to:** Grades 11-12

AP European History is a demanding, college-level course that requires a high level of commitment from the students. Daily reading and writing assignments are to be expected, as well as several formal analytical essays per semester. Reading assignments include significant primary document work. Students also participate in small group readings and analysis of significant works from the 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries. This course consists of a narrative, in-depth study of the landmark eras of European history from 1400 to the present. The course follows the political, economic, social, and cultural themes set out by the College Board. Among the essential questions considered are: what are the political, social, economic, and intellectual foundations of Modern Europe; what is the role of the nation-state and how does it regard the individual; what characterizes political, social, and economic revolutions; how are national histories unique; what are the preoccupations and assumptions of any age and how do those express themselves in political, social, cultural, and economic movements; and how can we understand the present in light of the past?

Instructional strategies include seminar discussion, lecture, simulation, document analysis, debate, and art and film analysis. Students are expected to take the AP exam in May, and to develop independence as learners and as thinkers. This course will address the research, reading, and writing skills in Phase III of the Social Studies Skills Targets.

## **ISSUES IN MODERN AMERICAN SOCIETY**

**743052 / 743054**

**Prerequisite:** None

**Credit:** 2.00

**Open to:** Grade 12

**Note:** Successful completion of this course satisfies the civics graduation requirement

Issues in Modern American Society examines current constitutional and domestic policy topics. This class will expose students to major domestic policy questions and examine the options from a variety of perspectives. Units of study include: Terrorism and Domestic Security, Capital Punishment, Drug Control Policy, the Second Amendment, Freedom of Speech, the Right to Privacy, Affirmative Action, Gender Roles, Sexual Harassment, and Race Relations. Particular emphasis is given to legal rights and responsibilities of public high school students. Students are expected to be able to articulate their views both orally and in writing. Daily homework is de-emphasized in favor of a series of longer-term assignments. At the conclusion of the course, students will know how to identify and think critically about the major issues confronting American society and be empowered participants in a democratic society. This course will focus on the development of research, reading and writing skills in Phase III of the Social Studies Skills Targets.

## **INTERNATIONAL RELATIONS (s)**

**756252 / 756254**

**Prerequisite:** None

**Credit:** 1.00

**Open to:** Grades 11-12

**Note:** Successful completion of this course satisfies the civics graduation requirement

The course emphasizes class discussion of current events in the context of international relations, with a particular focus on the United States and how it conducts foreign policy. Students also specialize in an area (or areas) of the world and maintain journals developed from reading newspapers, magazines, scholarly periodicals, and similar materials. Topics for reading and discussion will include Globalization, the Rules and Conduct of War, Multilateralism versus Unilateralism, International Terrorism, the Politics of Oil, Immigration, Nuclear Proliferation, Human Rights, and Environmental Degradation. Emphasis is on honing life skills such as participating in a civil discussion and/or debate, reading critically, research using primary and secondary sources, and the continued development of writing skills. Projects may include a joint crisis simulation with the

Political Science course, where students role-play governmental leadership positions, as they attempt to resolve several developing crises. This course will emphasize the development of research, reading and writing skills in Phase III of the Social Studies Skills Targets.

### **POLITICAL SCIENCE (s)**

**755852 / 755854**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 1.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course satisfies the civics graduation requirement

Political Science is an introduction to the study of politics through the development of skills in reading, thinking, research, writing, and analysis. In studying political science and connecting to current events in federal, state, and local governments, students will develop a better understanding of politics, government and democracy in the United States. Considerable attention is given to current national and international events as they relate to politics. Simulations and problem-based learning are fundamental to the course. Political Science will emphasize the development of research, reading and writing skills in Phase III of the Social Studies Skills Targets.

### **ADVANCED PLACEMENT POLITICS AND GOVERNMENT**

**756582 / 756584**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 2.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course satisfies the civics graduation requirement

This course includes both the study of general concepts used to interpret United States government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will be exposed to a variety of theoretical perspectives and explanations for various behaviors and outcomes. Advanced Placement Politics and Government will address the reading, writing, research, and verbal skills identified in Phase III of the Social Studies Skill Targets.

### **PSYCHOLOGY (s)**

**755452 / 755454**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 1.00

**Open to:** Grades 10-12

**Note:** Completion of Introduction to Psychology prohibits a student from taking Advanced Placement Psychology

Psychology presents the fundamental principles of individual behavior. The focus of the course is on human behavior, and the application of theoretical concepts to everyday student experiences is stressed. A quantitative approach is used wherever possible, so that the student can learn various techniques used by psychologists to measure behavioral phenomena. Class participation, demonstrations, discussions, and experiments are used to illustrate the principles developed in the course and assessed through daily homework assignments, exams, and longer term projects. Topics covered include general methods of psychological study, learning and personality theory, motivation, developmental, social, and abnormal psychology, biological influences on behavior, perceptions, and common emotional disorders. Introduction to Psychology will emphasize the development of research, reading and writing skills in Phase III of the Social Studies Skills Targets.

## **ADVANCED PLACEMENT PSYCHOLOGY**

**755682 / 755684**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 2.00

**Open to:** Grades 10-12

**Note:** Not open to students who have taken Introduction to Psychology

Advanced Placement psychology is a full-year, college-level course. Students will study the major core concepts and theories of psychology defined by the College Board and the American Psychological Association. All topics in psychology, such as social psychology, neurobiology, development, motivation, intelligence, and psychological disorders, will be covered and assessed through daily homework, exams, essays, projects, and book reports. Both qualitative and quantitative approaches are used in instruction to apply and connect psychology to the student's observations and life experiences. AP Psychology will emphasize the development of research, reading, and writing skills in Phase III of the Social Studies Skills Targets.

## **SOCIOLOGY (s)**

**756052 / 756054**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 1.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course satisfies the civics graduation requirement

Sociology is the study of human society and human behavior. In this course, the primary focus of exploration will be American society, although some case studies of other cultures may be included. Topics of study include understanding sociology as a discipline; societal and individual cultural development; values and moral development; deviance; socialization; gender development; race, ethnic, and gender stratification; and social class. Sociological coursework is comprised of reading and responding to the textbook, supplementary materials and non-fiction books; completing personal reflection papers; and engaging in class activities. Instructional methods include class discussion, cooperative learning, personal reflection, and the use of documentary films. A variety of assessment tools are used in Sociology, including essay examinations, formal and informal papers, and a culminating group research project on a topic of interest selected by students. Homework and outside readings are assigned daily in addition to several longer term assignments. Sociology will emphasize the development of reading, writing and research skills as outlined in Phase III of the Social Studies Skills Targets.

Sociology will meet the State of Illinois Civics Requirement and focus on civic outcomes and encourage civic commitment. All students will conduct research and analyze data related to their service and engage in meaningful and personally relevant service activities. This new revision adds the civics requirement to this course, adjusting several existing units to enable the teaching and learning of this additional content.

This is a one semester course offered by the social studies department. Enrollment is open to 10<sup>th</sup> to 12<sup>th</sup> graders.

## **SOCIOLOGY – A**

**859542 / 859544**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 10-12

This course focuses on the study of human society and human behavior. The primary focus of exploration will be American society. Human development is analyzed from birth through death. Emphasis is given to importance of family and friends in understanding how a person fits into society. Major units of study include gender roles, self-concept and current social problems. Class activities include discussion, group and individual projects and library research. Teachers focus on skill-building in areas such as organization, time management, homework completion, self-advocacy and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one-to-one instruction when appropriate.



## **ECONOMICS (s)**

**755052 / 755054**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 1.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course fulfills the graduation requirement for Consumer Education

The fundamental task of any basic economics course is to provide the student with the requisite skills to be a rational being. Students will learn how to separate emotion from reason. Rational thinkers are better able to address the economic and personal choices individuals make in their daily lives. By the end of a semester, students should be able to apply “the economic way of thinking” to any life situation. While much of the class will be taught on a conceptual level, an understanding of the “big picture” and connections to everyday life will be the principal focus. In addition, the sophisticated mathematical/graphic models that economists use will be taught at a more introductory level. This course will be valuable to students whether they plan on majoring in business or plan on never taking economics again. Students will find that economics permeates our society, and having a working knowledge of the discipline will offer them a profound advantage in life.

Economics will emphasize the development of reading, writing research, and verbal skills as outlined in Phase II of the Social Studies Skills Targets.

## **ADVANCED PLACEMENT MICROECONOMICS AND MACROECONOMICS**

**755282 / 755284**

**Prerequisite:** Sophomores must have one year of social studies credit

**Credit:** 2.00

**Open to:** Grades 10-12

**Note:** Successful completion of this course fulfills the graduating requirement for Consumer Education

The main purpose of this full-year economics course is to provide individuals with an understanding of the “economic way of thinking.” The primary focus will be placed on expanding the student’s ability to problem-solve in a rational and logical manner. The course will provide detailed instruction in all of the topics covered on the A.P. tests. Units will primarily be taught with an emphasis on preparing students to be successful on multiple-choice and free-response style questions. Instruction will be varied, based on whether the topic is conceptual, mathematical, or involves primarily economic vocabulary. The level of sophistication of the graphic models used will greatly exceed those introduced in Economics 1. Daily assignments require a rigorous approach to reading a college-level text and practicing problems. Two major research papers are the culminating assessments of the course. This course is excellent preparation in the analytic process needed to achieve success in either A.P. United States History or A.P. European history. This course will emphasize the development of research, reading, and writing skills in phase III of the Social Studies Skills Targets. A.P. Economics is a unique course that develops a method of thinking and problem-solving that is valuable far beyond economics and public policy issues. Learning to “think like an economist” is a special skill that will give students an advantage in life.

## **GEOGRAPHY AND WORLD AFFAIRS FUNDAMENTALS**

**869802 / 869804**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 9-12

This course focuses on the development of content knowledge and specific academic skills to strengthen understanding of physical and cultural geography and current world events. Units of study include: (1) the five themes of geography, (2) physical geography: the seven continents, landforms, and bodies of water, (3) human geography: world cultures, map, chart, and graph skills, and (4) world, national, and local current events. The delivery of instruction is differentiated to support student learning styles and skills. A variety of assessment formats are used based on student need. Specific strategies and techniques focus on reading comprehension, listening and discussion, note taking, cooperative grouping, and the effective and appropriate use of technology. This class also includes brief, daily homework assignments. Upon completion of this course, students will be

able to locate, describe and explain places, regions and features on the earth, analyze and explain characteristic and interactions of the earth's physical systems, understand relationships between geographic factors and society, and understand the historical significance of geography.

### **GEOGRAPHY AND WORLD AFFAIRS ESSENTIALS**

**857002 / 857004**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 9-12

This course gives students the opportunity to develop basic map and graph reading skills in addition to reading, writing, and group discussion. Units of study include: (1) the five themes of geography, (2) physical geography: the seven continents, landforms and bodies of water, (3) human geography, and (4) world, national, and local current events. Instruction is differentiated to meet the needs of individual students. Focus is on practical application, and curriculum is taught using concrete examples. There will be homework to extend learning; but the assignments will generally be started in class under the teacher's supervision. This course fulfills a social studies requirement.

### **GEOGRAPHY AND WORLD AFFAIRS – A**

**859642 / 859644**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 9-12

This course develops basic map skills, graph reading and group discussion skills. Current cultural and political events are integrated with the study of different geographic areas. Class activities include projects, discussion, debate and library research. Teachers focus on skill-building in areas such as organization, time management, homework completion, self-advocacy, and self-reflection. Instruction is differentiated to accommodate a variety of learning styles. Smaller class size allows the teacher to incorporate one-to-one instruction when appropriate.

### **SOCIAL ISSUES FUNDAMENTALS**

**853412 / 853414**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 11-12

Social Issues is a dynamic class that exposes students to major domestic policy questions dealing with social, moral, political, and economic dilemmas faced in the modern world. The essence of the class is to provoke critical thinking in regards to these policies and examine different perspectives about terrorism, domestic security, capital punishment, drug control, school laws, freedom of speech, gender roles, and a slew of other modern day issues that can directly impact the student's life in school and after they move beyond Deerfield High School. The work load and project time lines may change based on the topic being discussed and the variation of the student understanding. Specific attention is focused on the acquisition of vocabulary on the topics mentioned above, developing confidence to speak in a small group and large group setting, application, analysis, and synthesis of topics to the general public. Differentiated instruction techniques allow students to demonstrate knowledge and opinions.

### **SOCIAL ISSUES ESSENTIALS**

**857102 / 857104**

**Prerequisite:** Departmental recommendation

**Credit:** 2.00

**Open to:** Grades 11-12

This course gives students the opportunity to examine issues in our world while developing skills in reading, writing, group discussion and critical thinking. Instruction is differentiated to meet the needs of individual students. Focus is on practical application and curriculum is taught using concrete examples. Content explored includes cultural diversity, social skills, problem-solving and employment. Class time is spent reading, using technology for information, and discussing; as well as viewing media clips related to units of study. There will

be homework to extend learning, but the assignments will generally be started in class under the teacher's supervision. This course fulfills a social studies requirement.