

NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
ACADEMIC AMERICAN HISTORY 1 (3620)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Events leading to the revolution	Rise of nationalism
The confederation and constitution	Surge of Jacksonianism
Launching a new nation	Manifest destiny
Federalists and Jeffersonianism	Disunion and civil war
Foreign problems and war	Ordeal of reconstruction

It is standard for students to be able to:

- identify the causes of the American Revolution,
- compare and contrast the Articles of Confederation with the U. S. Constitution,
- explain the difference between the philosophies of Hamilton and Jefferson which provides the foundations of our two-party system,
- evaluate reasons for the evolution of our foreign policy in the formative years,
- identify factors which explain the origins and growth of nationalism and sectionalism in our country,
- correctly place on a U. S. map and explain the motivation behind territorial acquisition,
- list and explain the causes of the Civil War and the reconstruction that followed,
- identify and evaluate primary and secondary source readings
- recognize the significant contribution and the changing role of women and minorities in the American culture
- read selected pieces of literature that deal with a specific time period in American History
- trace the origin and development of our democratic traditions,
- understand the significant role that New Jersey has played throughout the stages of American History.
- select a topic for research and write a paper according to requirements reflecting social studies skills, and
- write reaction papers on specific topics defending your position with information from text or other reliable sources.
- relate current events to the various units of study

The following **types of data** and **weightings** will be used
in determining your marking period grade:

Tests & projects	60 % [approximately]
Quizzes, Classwork, & Short Term	
Assignments	30 % [approximately]
Participation	10% [approximately]

Per **New Milford School District Regulation #2624**,

A indicates *superior* work demonstrating a high degree of initiative, commitment, and understanding

B indicates *above average* performance which demonstrates strength in the subject

C indicates *average* performance which demonstrates a satisfactory degree of proficiency

D indicates poor performance which demonstrates a weak proficiency and is
minimally acceptable

F indicates the student has *not met the minimum requirements* and has demonstrated
an inability or unwillingness to master the basic elements of this course;
a final grade of F receives no credit

Note: **plusses** and **minuses** are used to further differentiate a student's performance

NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
HONORS AMERICAN HISTORY 1 (3650)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Events leading to revolution	Manifest destiny
The confederation and constitution	Economic and social revolution
Launching a new nation	Sectionalism and its struggle
Federalists and Jeffersonianism	Disunion and civil war
Foreign problems and war	Ordeal of reconstruction
Rise of nationalism	Surge of Jacksonianism

It is standard for students to be able to:

- identify cause of the American Revolution and its effects on the American Society,
- compare and contrast the Articles of Confederation and Constitution,
- demonstrate ability to explain the system of checks and balances and separation of power used throughout our governmental system,
- explain the differences between the political philosophies of Hamilton and Jefferson which provide the foundation of our two party system,
- evaluate reasons why and how the United States shaped its foreign policy in the early period of our history,
- identify factors which explain the emergence of the nationalistic and sectionalist movements that dominated the political, social and economic aspects of the American society,
- trace the development of the American two party system and its impact on the American society,
- list and identify on a U.S. map the territorial acquisitions and the motivations for each,
- list and explain the causes of the Civil War and the impact of the Reconstruction period,
- recognize the significant contribution and the changing role of women and minorities in the American culture,
- understand the significant role that New Jersey has played throughout the stages of American History,
- demonstrate mastery of debating on historical issues, and
- demonstrate research ability on important historical issues

Honors I and AP

The following types of data will be used in determining your marking period grade:

Tests and Projects:	80% [approximately]
Classwork and Homework	20% [approximately]
Successful completion of all assignments and required activities	

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C indicates *average* performance which demonstrates a satisfactory degree of proficiency

D indicates poor performance which demonstrates a weak proficiency and is *minimally acceptable*

F indicates the student has *not met the minimum requirements* and has demonstrated an inability or unwillingness to master the basic elements of this course; a final grade of F receives no credit

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
ACADEMIC AMERICAN HISTORY 2 (3720)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

The rise of industrialism	Isolationism through World War II
The arrival of reform	Reshaping the postwar world
The U.S. becomes a world power	The nation enters a new era
The "Golden Twenties: and the new deal	

It is standard for students to be able to:

- identify three leading entrepreneurs of industry and indicate the contribution made to our economic and social well being,
- detail problems of our industrial development and trace the means used in addressing these problems which gave rise to the Progressive Movement; identify three philosopher novelists, three political leaders and five political innovations which furthered political democracy,
- list and identify territories acquired from 1867 to 1917 on a world map; explain motive of each,
- identify causes of World War I and World War II; compare our behavior in each war,
- explain the business cycle as a force in our history emphasizing the "Social Depression;" identify 10 New Deal programs and their objectives,
- explain the communist theory and identify its presence and form in the world today,
- explain such terms as Cold War, Detonate, and identify our foreign policy today,
- recognize the significant contribution and the changing role of women and minorities in the American culture,
- understand the significant role that New Jersey has played through the stages of American History,
- identify three major problems facing us today and choosing one, write a brief paper indicating your solutions, and
- write a research paper on any phase of modern American history following rules set forth by the Social Studies Department,
- identify the significant career occupational opportunities that are a result of the social, political and economic changes in the contemporary American society and to acquire the necessary information to make wise career decisions.

The following **types of data** and **weightings** will be used
in determining your marking period grade:

Tests & projects	60 % [approximately]
Quizzes, Classwork, & Short Term Assignments	30 % [approximately]
Participation	10 % [approximately]

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C indicates *average* performance which demonstrates a satisfactory degree of proficiency

D indicates poor performance which demonstrates a weak proficiency and is
minimally acceptable

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a final grade of F receives no credit

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
ANTHROPOLOGY (3880)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Four branches of anthropology
Culture/cultural anthropology
Environment/spatial relationships
Time/rites of passage/life cycle
Family/roles of men and women
Economy/politics/government
Religion/language/oral literature

It is standard for students to be able to:

- define anthropology and its branches of study,
- understand the concept of culture and race,
- list the four branches of anthropology,
- list those features that distinguish a single culture from one that is complex,
- demonstrate respect for all cultures regardless of their stages of social development,
- understand the significant role that culture plays in the development of a society,
- compare and contrast a number of cultures and societies in terms of various anthropological criterias,
- use to best advantage all cognitive skills learned from each unit of study to pass the exam given at the Museum of Natural History in New York City,

The following **types of data** and **weightings** will be used
in determining your marking period grade:

Tests & projects	60 % [approximately]
Quizzes, Classwork, & Short Term Assignments	30 % [approximately]
Participation	10 % [approximately]

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minimally acceptable

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an inability or unwillingness to master the basic elements of this course;
a final grade of F receives no credit

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
ADVANCED PLACEMENT AMERICAN HISTORY (3890)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

The new world to 1775

The new nation 1775-1820

Expansion and disunion 1820-1860

War and reunion 1860-1877

Progress and the discontents 1877-1920

Prosperity, depression and war 1920-1945

The American century since 1945

It is standard for students to be able to:

- develop an extensive factual background in American history,
- demonstrate the ability to read and interpret maps, graphs, charts, and other visual learning materials,
- develop the ability to analyze critically trends in American history through readiness and class discussion,
- correctly complete assigned verbal and written projects,
- perform necessary research to complete all assignments,
- develop the ability to interpret primary source material by continued exposure through readings and class discussions,
- realize through investigation of sources, the prejudice and limitations of authors,
- demonstrate the ability to write critical, developmental, interpretive essays based on primary source material,
- demonstrate the ability to write research papers meeting course requirements per marking period,
- demonstrate the ability to read, to analyze and to prepare an historical evaluation of works from the approved bibliography,
- demonstrate the ability to type specific assigned course requirements,
- demonstrate the ability of historiography of the basic periods of American history, and
- understand the career opportunities available through the constructive use of the social studies curriculum

Honors I and AP

The following types of data will be used in determining your marking period grade:

Tests and Projects: 100% [approximately]

Successful completion of all assignments and required activities

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
CONTEMPORARY ISSUES IN WORLD AFFAIRS (3891)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

With primary focus being determined by the current state of world affairs...

The End of World War II	The End of Imperialism in Africa
China and Taiwan	The Middle East
Korean War	Latin America
Vietnam War	Central Asia

It is standard for students to be able to:

- develop an extensive factual background in world affairs,
- demonstrate knowledge of cultural and geographic areas of the world,
- demonstrate the ability to write both objective and subjective responses to questions raised,
- formulate objective decisions based upon research of varying viewpoints,
- evaluate foreign policy decisions made by the US government,
- develop the ability to trace and follow world events,
- perform the necessary independent research to complete reaction and research papers, debates, role-playing and critical evaluation,
- demonstrate the ability to utilize charts, graphs, maps, tables, and other visual aids to draw conclusions and make interferences on world issues,
- analyze current issues in world affairs,
- apply and assess knowledge of geography to explain problems in various world areas, and,
- evaluate programs and polices utilized throughout the world

The following **types of data** will be used
in determining your marking period grade:

Tests & projects	60% [approximately]
Quizzes, Class work & short term assignments	30% [approximately]
Participation	10% [approximately]

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
INTRODUCTION TO ECONOMICS (3850)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Introduction to economics	The role of financial institutions
Business behavior	The overall economy
The role of labor and government	Fundamental economic problems

It is standard for students to be able to:

- develop extensive factual background in economics,
- develop the ability to trace and follow the evaluation of economic theory,
- develop the ability to work with and interpret primary source material,
- demonstrate the ability to write objective and subjective responses to information obtained through course readings,
- realize the prejudice and limitations of authors through the investigation of resources,
- correctly complete verbal and written assignments,
- refine and demonstrate the critical thinking skills needed to make objective judgments of economic issues,
- perform the necessary independent research to complete reaction and research papers, debates, role playing and critical evaluations,
- recognize the variety of economic theory that exists and the impact of this on world politics,
- develop consumer economic skills,
- recognize the changing economic status of women including the present day status of women in the economic world,
- demonstrate the ability to utilize charts, graphs, maps, tables, and other visual aids to draw conclusions and make inferences on various economic issues,
- understand the growth and development of the economy of New Jersey, to appreciate the strength and recognize the current problems facing the state, AND
- recognize the career opportunities available to those with an economic background

The following **types of data** and **weightings** will be used
in determining your marking period grade:

Tests & projects	60 % [approximately]
Quizzes, Classwork, & Short Term Assignments	30 % [approximately]
Participation	10 % [approximately]

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
BUSINESS AND CONSUMER LAW (3892)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Fundamentals of Law	Criminal Law
Lawmaking	Civil Law
The Court System	Contracts and warranties
Lawyers	Issues in the Law

It is standard for students to be able to:

- develop an extensive factual background in the law,
- develop the ability to trace and follow the evolution of the law and the rights of individuals,
- demonstrate the ability to write both objective and subjective responses to questions raised,
- formulate objective decisions based upon research of varying viewpoints,
- understand and apply the concept of the rule of law to contemporary issues,
- develop basic consumer skills so as to be an effective consumer
- perform the necessary independent research to complete reaction and research papers, debates, role-playing and critical evaluations,
- understand the role of the legal system in the United States,
- read and analyze contracts and other legal documents, and,
- apply and assess knowledge of the law to explain problems in our society

The following **types of data** will be used
in determining your marking period grade:

Tests & projects	60% [approximately]
Quizzes, Class work & short term assignments	30% [approximately]
Participation	10% [approximately]

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
ACADEMIC MODERN WORLD HISTORY (3540)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

From monarchy to revolution	Imperialism and modernization
The rise of modern Europe	World in conflict
The contemporary world	

It is standard for students to be able to:

- develop an extensive factual background in world history,
- demonstrate the ability to read and interpret maps, graphs, political cartoons, charts, and other visual learning materials,
- demonstrate the ability to write both objective and subjective responses to questions raised,
- correctly complete verbal and written assignments, (in the ongoing evolution of world history),
- grasp and appreciate the significant role played by various cultures in the ongoing evolution of world history,
- grasp and appreciate the significant role played by women throughout world history,
- refine and demonstrate critical thinking skills,
- develop the skill to differentiate between fact and opinion,
- understand the long and unbroken links that bind States and its people to their ethnic origins,
- realize the importance of the study of other cultures in the breakdown of prejudice and ethnocentrism,
- demonstrate the ability to use primary source materials and to write interpretive essays,
- develop the ability to follow the chronology of world history,
- demonstrate knowledge of the geography of modern world history, including the present,
- comprehend the political, religious, social, economic, intellectual and military forces that shaped and changed the make-up of the nations and geographical areas of the world,
- perform necessary research to complete all assignments and recognize the career opportunities available through the constructive use of the social studies curriculum,

The following **types of data** and **weightings** will be used
in determining your marking period grade:

Tests & projects	60 % [approximately]
Quizzes, Classwork, & Short Term Assignments	30 % [approximately]
Participation	10 % [approximately]

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
HONORS MODERN WORLD HISTORY (3541)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Emergence of the Modern World	World in conflict
Age of Revolution	The Contemporary World
Age of Industry and nationalism	

It is standard for students to be able to:

- develop a sense of historical perspective concerning modern world history,
- demonstrate the ability to read and interpret maps, graphs, charts, and other visual learning materials,
- demonstrate the ability to write both objective and subjective responses to questions raised,
- correctly complete assigned verbal and written assignments,
- refine and demonstrate the critical thinking skills needed to make objective judgments of historical and contemporary issues,
- develop the skill to differentiate between fact and opinion,
- understand the long and unbroken links that bind the United States and its people to their ethnic origins,
- critically analyze and interpret primary source materials,
- demonstrate knowledge of world geography and its impact on international politics,
- discern and appreciate diverse cultures and the interrelatedness of the world today,
- grasp and appreciate the significant role played by women throughout world history,
- comprehend the political, social, economic, religious, intellectual, and military forces that shaped and changed the make-up of the nations and geographical area of the world,
- perform necessary research to complete reaction and research papers, debates, role playing, critical evaluations, and,
- recognize the career opportunities available through the constructive use of the social studies curriculum

The following **types of data** will be used
in determining your marking period grade:

Grade 9 Honors

Tests & projects	75% [approximately]
Quizzes & Short Term Assignments	25% [approximately]
Successful completion of all assignments and required activities	

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NEW MILFORD HIGH SCHOOL
COURSE REQUIREMENTS
FOR
SOCIOLOGY (3840)

Given current school/class attendance regulations and the school discipline code, both of which set limits under which students can earn marks and credit in a course, AND

Given units of study involving:

Basic sociological concepts and the scientific method	Continuity and change
Sociology and culture	Sociological Problems in:
You and socialization	crime, aging, poverty,
Social stratification	marriage and family,
Social Institutions: family,	pollution, careers
education, religion, government	Sociological Research
economics	Processes

It is standard for students to be able to:

- identify and give examples of the five basic elements of groups: norms, values, status, rank and roles,
- list five basic institutions which exist in every society,
- distinguish between and give examples of internal and external social controls,
- list and explain the three types of suicide described by Duikheim,
- compare and contrast the advantages and disadvantages of participant observation, experimentation and surveying as research methods,
- list and give examples of several of the basic elements of culture: symbols, language, time, space, norms and values,
- explain the ways in which sex roles are learned,
- describe the impact of television on the socialization of children in the U.S.,
- describe one theory of rumor transmission,
- describe and give examples of resocialization,
- compare and contrast assimilation, amalgamation and cultural pluralism as patterns of ethnic and racial relations,
- list and give examples of social mobility,
- identify and discuss characteristics social movements have in common,
- define and give examples of juvenile delinquency, organized crime, white-collar crime, and victimless crime,
- list several examples of reaction to discrimination,
- discuss the impact of crime on America, and how to reduce crime,
- list and describe some economic and health problems among the aged,
- identify social problems which threaten global peace,
- list basic elements of a strong marriage and participate in a mock marriage, and
- identify specialty fields in sociology and numerous career opportunities

The following **types of data** and **weightings** will be used
in determining your marking period grade:

Tests & projects	60 % [approximately]
Quizzes, Classwork, & Short Term Assignments	30 % [approximately]
Participation	10 % [approximately]

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C indicates *average* performance which demonstrates a satisfactory degree of proficiency

D indicates poor performance which demonstrates a weak proficiency and is *minimally acceptable*

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