



## Subject Area Expectations

In order to graduate, students must earn a total of 22 course credits, including four credits in social studies at the commencement-level. The typical core content sequence for social studies is Global History and Geography in grades 9 and 10, United States History and Government in grade 11, and semester-long courses in Participation in Government and Economics in grade 12. Students may also take Advanced Placement (AP) courses to replace a core course or for elective credit. Please see the District Course Catalogue for additional offerings.

Students who do not successfully complete core courses may be asked to participate in recovery programs to make up credits. Depending on the course the student needs to make up, credit recovery may be offered online, via summer school, or scheduled during the school year.

### **GLOBAL HISTORY and GEOGRAPHY I (1 credit)**

Global History and Geography begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course also emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

### **GLOBAL HISTORY and GEOGRAPHY II (1 credit)**

Global History and Geography II provides a snapshot of the world beginning in 1750 and continuing chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. A Regents exam is offered at the end of this course.

### **UNITED STATES HISTORY AND GOVERNMENT (1 credit)**

United States (US) History and Government begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written into the Constitution. The course addresses the development of the nation and the political, social, and economic factors that led to the challenges the United States faced in the Civil War. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. A Regents exam is offered at the end of this course.

# SOCIAL STUDIES 9-12

Students take Regents exams in Global History and Geography and United States History and Government. To graduate, students must pass both exams, or pass 1 exam and complete the requirements for the CDOS Commencement Credential, or pass 1 exam and an alternative pathway assessment approved by the NYS Education Department.

Students who wish to earn a Regents Diploma with Advanced Designation must pass eight Regents exams with a score of 65 or better; two of these must be a social studies exam. In addition, the student must choose either two additional credits in a World Language and pass the Checkpoint B exam or a five-unit sequence in the Arts or Career and Technical Education (CTE).

School counselors can provide additional clarification including options for transfer students, alternative pathways, or honors designations.



**Office of Instruction  
Buffalo Public Schools**

# SOCIAL STUDIES 9-12



## TIPS FOR PARENTS

Visit our local historical attractions to build background knowledge and develop perspective.

Set aside a designated homework space. Students should do school work each night, even if work isn't due right away. Students can review notes taken during class or read a novel or textbook.

Students can interview community or family members about events in Buffalo's history to keep memories and stories alive.

Organization is key to success. Students can make lists of important ideas, key people, & terms, or make timelines showing important events.

Ensure students have a system for recording dates that assignments are due. Help students map out due dates for each part of a project (e.g., bibliography, research, draft, revisions).

Students can use graphic organizers to compare historical developments in different times and places.

Students should use a two- or three- column notetaking method to capture important information in class.

## **PARTICIPATION IN GOVERNMENT** (1/2 course credit)

Students engage in the political process by acquiring the knowledge and skills necessary for active citizenship. Students explore a framework for participation and citizens' rights and responsibilities in a constitutional democracy. Students analyze components of local, state and national government and prescribe responses that promote public interest and general welfare. Hands-on learning experiences supplement student understanding of government concepts. These include field trips, community service, attending public meetings and assignments that take students out of the classroom and into the community. Participation in government is fundamental to the success of American democracy.

## **ECONOMICS** (1/2 course credit)

Students examine the principles of the United States free market economy in a global context. Students examine their individual responsibility for managing personal finances. Students analyze the role of supply and demand in determining the prices faced in the product and factor markets, and the global nature of these markets. Students study changes to the workforce and the role of entrepreneurs in our economy, as well as the effects of globalization. Students explore the challenges facing the US free market economy in a global environment and various policy-making opportunities available to governments to address these challenges.

## **AP PSYCHOLOGY** (1 course credit)

AP Psychology is a college-level course 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 psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students learn about ethics and methods used by psychologists. Institutions of higher education may grant college credit to students who earn a passing score on the AP exam that is offered at the end of this course.

## **AP UNITED STATES HISTORY** (1 course credit)

AP US History is the equivalent of an introductory-level college course. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and using reasoning about contextualization, causation, and continuity and change over time. Students explore themes in order to connect historical developments in different times and places: national identity; migration and settlement; politics and power; work, exchange, and technology; the US in the world; geography and the environment; culture and society. Institutions of higher education may grant college credit to students who earn a passing score on the AP exam offered at the end of this course.

## **AP WORLD HISTORY** (1 course credit)

AP World History is the equivalent of an introductory-level college course. Students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and reasoning about contextualization, causation, and continuity and change over time. Students also explore themes in order to make connections among historical developments in different times and places: human interaction with the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures. Institutions of higher education may grant college credit to students who earn a passing score on the AP exam offered at the end of this course.