



UPPER SCHOOL

SOCIAL SCIENCES CURRICULUM

Address

Cary Academy
1500 N. Harrison Ave.
Cary, NC 27511

Phone

Administration: (919) 677-3873
Middle School: (919) 228-4600
Upper School: (919) 228-4544

Online

Email: info@caryacademy.org
Website: www.caryacademy.org



Upper School Curriculum

Social Sciences: World History (Path Program)

9th and 10th grade students at Cary Academy complete a series of six trimester courses in World History in which they develop an understanding of how historians and social scientists work and also practice those skills themselves. Students are presented with a substantive base of historical information from which they gain insight into how civilizations develop and change over time. Focusing on the powerful influence that worldviews and religious beliefs have had on the world's cultures, the curriculum explores Western and non-Western civilizations from the Ancient world to the present.

PROGRAM STRUCTURE:

All students complete the foundational course World History: Themes and Approaches during the first trimester of their 9th grade year. From there, students complete five additional World History trimester electives of their choice, to include at least one course with emphasis in the era before the year 1500 CE and one in the era after 1500 CE; at least one course that is thematic (as opposed to focused on the history of a particular place and time); and at least one course with a primary focus other than Europe or the Western world.

LEARNING OBJECTIVES:

We want our World History students to acquire the skills and habits of mind of historians and social scientists while exploring topics, themes and periods of their choice. Throughout their six trimesters of World History study, students will learn to: Access and evaluate numerous types and sources of information with emphasis on research (including library resources like catalog searches, eBooks, and databases) and primary document analysis.

Develop complex questions and frame worthwhile problems.

Analyze and evaluate arguments.

Effectively present the results of their research in both oral and written forms. This will include essay writing (with emphasis upon the creation of compelling introductions, strong thesis statements, effective topic sentences, and meaningful conclusions), oral communication, and research paper writing.

Recursively evaluate all of these processes (through, for instance, self-critique, peer review, evaluations by a teacher, ongoing conversation, etc.).

TRIMESTER ELECTIVES WITHIN THE WORLD HISTORY (PATH) CURRICULUM:

Course offerings will vary from year to year, with the following being a representative sampling of the options available in a given year:

History of Science and Technology
Government, Law and Justice
South Asia
River Valley Civilizations
Latin America

Slave Trade and Human Trafficking
History of North Africa
Greece and Rome
World War II
Women in History

Please see the Upper School Course Catalog for a complete list of course offerings.



Upper School Curriculum

SOC 300: United States History

LEARNING OBJECTIVES:

We want our students to:

- 1) develop an understanding of important historical themes in United States history as well as sufficient factual knowledge to have a dextrous working understanding of these issues.
- 2) acquire the skills and habits of mind of historians and social scientists, and
- 3) acquire a deeper understanding of the world we live in today as well as a foundational cultural and historical literacy of the United States of America, its workings, and its institutions.

Through the study of United States history, students will be given the opportunity to develop, practice, and apply fundamental skills and habits. Among these are abilities to:

- o Access and evaluate numerous types and sources of information.
- o Develop complex questions and frame worthwhile problems.
- o Analyze and evaluate arguments.
- o Effectively present the results of their research in both oral and written forms.
- o Recursively evaluate all of these processes (through, for instance, self-critique, peer review, evaluations by a teacher, ongoing conversation, etc.).

ESSENTIAL QUESTIONS:

- o How are the tensions between Control and Freedom navigated in human life at the individual and systemic level?
- o How are the concepts of Majority Rule and Minority Rights navigated in American society and government?
- o Why is the United States' Constitution and government structured as it is, how was it developed, how does it function, and how does it impact our daily lives?
- o What are the historical and cultural origins of the United States of America and how have these impacted our nation's development and values?
- o How do humans solve problems? How / Why are certain decisions made?
- o How have intellectual ideas, technological developments, and demographic/geographic realities been forces of change in American history?

TOPICS TO BE COVERED IN ANSWERING THE ESSENTIAL QUESTIONS:

- o American Colonial Settlement and Development
- o Revolutionary War and Independence
- o American Government: Articles of Confederation and The Constitution
- o Territorial Expansion and Human Rights
- o Slavery, Segregation, Civil Rights, and Human Rights
- o The American Civil War and Reconstruction
- o Industrialization and Human Rights
- o Immigration and Nativism
- o Progressivism/Modern Liberalism vs. Libertarianism/Classic Liberalism
- o Development of American Political Parties
- o America's Wars: Motives, Methods, Ethics, Impacts
- o America's Role in the Global Community
- o Technology as a force of change in American history



Upper School Curriculum

SOC 350: Advanced United States History

LEARNING OBJECTIVES:

We want our students to:

- 1) develop an understanding of important historical themes in United States history as well as sufficient factual knowledge to have a dextrous working understanding of these issues.
- 2) acquire the skills and habits of mind of historians and social scientists, and 3) acquire a deeper understanding of the world we live in today as well as a foundational cultural and historical literacy of the United States of America, its workings, and its institutions.

Through the study of United States history, students will be given the opportunity to develop, practice, and apply fundamental skills and habits. Among these are abilities to:

- o Access and evaluate numerous types and sources of information.
- o Develop complex questions and frame worthwhile problems.
- o Analyze and evaluate arguments.
- o Effectively present the results of their research in both oral and written forms.
- o Recursively evaluate all of these processes (through, for instance, self-critique, peer review, evaluations by a teacher, ongoing conversation, etc.).

ESSENTIAL QUESTIONS:

- o How are the tensions between Control and Freedom navigated in human life at the individual and systemic level?
- o How are the concepts of Majority Rule and Minority Rights navigated in American society and government?
- o Why is the United States' Constitution and government structured as it is, how was it developed, how does it function, and how does it impact our daily lives?
- o What are the historical and cultural origins of the United States of America and how have these impacted our nation's development and values?
- o How do humans solve problems? How / Why are certain decisions made?
- o How have intellectual ideas, technological developments, and demographic/geographic realities been forces of change in American history?

TOPICS TO BE COVERED IN ANSWERING THE ESSENTIAL QUESTIONS:

- o American Colonial Settlement and Development
- o Revolutionary War and Independence
- o American Government: Articles of Confederation and The Constitution
- o Territorial Expansion and Human Rights
- o Slavery, Segregation, Civil Rights, and Human Rights
- o The American Civil War and Reconstruction
- o Industrialization and Human Rights
- o Immigration and Nativism
- o Progressivism/Modern Liberalism vs. Libertarianism/Classic Liberalism
- o Development of American Political Parties
- o America's Wars: Motives, Methods, Ethics, Impacts
- o America's Role in the Global Community
- o Technology as a force of change in American history

While the essential questions and topics to be covered are the same in both the regular and advanced US History courses, the advanced course covers the material at a more rapid pace, requires a more detailed level of retention in terms of factual knowledge, and involves a more comprehensive and sophisticated level of analysis and synthesis of the issues and institutions being studied.



Upper School Curriculum

SOC 360: Advanced Psychology

LEARNING OBJECTIVES:

The Advanced Psychology course is 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 sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Some of the goals of the class are to give students the ability to:

- Work as psychologists to develop, support, and present theories that make meaning out of past and current understanding and research.
- Learn to conduct critical research while developing greater imagination and logic in general.
- Analyze and evaluate theories and research results.
- Improve collaboration skills by sharing ideas and entertaining the ideas of others in a manner that encourages others to contribute and moves the process of discovery forward.
- Develop intriguing and original theses, critical thinking skills, and compelling conclusions.

ESSENTIAL QUESTIONS:

- What are the foundations of modern psychology?
- Who are the major contributors to the field of psychology?
- What are the appropriate research methods for understanding human behavior?
- What are the roles of physiological systems in human behavior?
- What are the roles the social environment plays in human behavior?
- What is the nature of "mind"?
- What is "normal"?

TOPICS TO BE COVERED IN ANSWERING THE ESSENTIAL QUESTIONS:

Research Methods

- Principles of quantitative and qualitative research
- Study design and presentation

History

- Major historical theories
- Searching for patterns, similarities, and differences in theories
- The evolution of psychology as a science

Anatomy

- Gross anatomy
- Neurological
- Structure and function of parts of the brain

Cognition

- Perception and the senses
- Consciousness

Learning

- Classical and operant conditioning
- Observational learning
- Behavior modification

Memory

- Encoding, storage, and retrieval



Development

- Physical
- Nature vs Nurture
- Developmental stages

Mind

- Morality
- Language
- Learning
- Attachment
- Death and dying

Intelligence

- Defining
- Assessing
- Stability or change
- Genetic and environmental influences

Motivation

- Concepts
- Hunger
- Sexual motivation
- Motivation at work

Emotions

- Embodied, expressed, experienced
- Stress and health

Personality

- Psychoanalytic, humanistic, trait, social-cognitive perspectives

Disorders and therapy

- Perspectives
- Anxiety, Somatoform, Dissociative, Mood, Personality
- Psychological and biomedical therapies
- Prevention

Social Psychology

- Attribution and attitudes
- Social influence
- Social relations



Upper School Curriculum

SOC 456: Architecture

OVERVIEW:

This year-long elective provides a survey of the elements of architecture. Students begin by examining the basics of architectural theory: the aesthetics, planning (urban, interior, landscape, and building), engineering and construction, and economics involved in creating the built environment. We also explore the history of architecture, in its social and cultural context. Students in this class have the opportunity to design their own projects, informed by what they have learned during the course, and to present their projects, making use of the graphic skills acquired in the class.

MAJOR TOPICS:

Architectural History

- Antiquity and Classical
- Byzantine, Romanesque, and Gothic
- Renaissance
- Neo-classical, Palladian, and Early Modern
- Nouveau, Deco, and Prewar Modern
- Mid-20th-century Modern
- Post-modern
- Contemporary

Architectural Theory

- Formal aesthetics
- Basics of engineering
- Materials and structural systems

Architectural Design

- Drafting (mechanical and digital)
- Presentation drawings
- The design method
- Studio and collaborative design
- Determining client needs (empathy)
- Creating specifications
- Providing appropriate design solutions



Upper School Curriculum

SOC 500: Advanced Modern European History

LEARNING OBJECTIVES:

We want our students to acquire the skills and habits of mind of historians and social scientists. Students will be given the opportunity to develop, practice, and apply these skills through a year-long course covering European history from the era of the Renaissance up to contemporary times. Among these are abilities to:

- o Access and evaluate numerous types and sources of information.
- o Develop complex questions and frame worthwhile problems. This will include analysis, interpretation, awareness of historiographical issues as well as a broad river of inter-related facts will comprise the content of this course.
- o Analyze and evaluate arguments.
- o Effectively present the results of their research in both oral and written forms.
- o Recursively evaluate all of these processes (through, for instance, self-critique, peer review, evaluations by a teacher, ongoing conversation, etc.) Students will hone their analytical skills, focus their interpretive writing, increase their appreciation of historiography, and channel not merely float on, a broad river of inter-related facts. Ultimately, they will be able to analyze clearly, write succinctly, grapple with interpretative issues and have a content rich knowledge of modern European history.

ESSENTIAL QUESTIONS:

- o What are the major epochs and themes, as well as the individuals, events and movements that have shaped European history?
- o Which lesser figures, so often in the shadows of the greater personalities, have had a significant impact on the events that have shaped modern Europe?
- o What less well known elements of thought and belief have helped shape modern Europe?

TOPICS TO BE COVERED IN ANSWERING THE ESSENTIAL QUESTIONS:

- o The Mongols
- o The Renaissance
- o The Holy Roman Empire
- o The Reformation and the role of Religion in general in on 16th and 17th century Europe
- o The Works of Karl Marx and their impact on the political and economic systems of Europe
- o The Thirty Years War
- o The Scientific Revolution and the Enlightenment
- o The French Revolution
- o The Napoleonic Wars and their Aftermath
- o The Industrial Revolution
- o The Opium and Crimean Wars
- o Romanticism
- o The Unification of Italy and Germany
- o The Great War and the Treaty of Versailles
- o The Russian Revolution
- o World War II and the Holocaust
- o European Reconstruction and the Cold War
- o The Fall of the Soviet Union
- o The roles of Gender, Sexuality, and Religious Identity in European History



Upper School Curriculum

SOC 515: Advanced Environmental Policy

OVERVIEW:

This course examines how government entities develop environmental policies in conjunction with environmental agents of change. Beginning at the federal level, students explore how the interrelationship of the three branches of government and interest groups affect the determination and implementation of United States environmental policy. Attention then turns to the state level, as students examine North Carolina's environmental and political issues, linking our current environmental policy to seminal cases across the country at the state level. Students investigate these topics through a variety of activities, including project and field work and field trips to explore policy in situ. Students in the course have significant input into the cases and topics explored in a given year, as well as the selection of speakers and design of field experiences. It should also be noted that this course, while engaging students at an advanced level, is not intended to prepare students for the Advanced Placement Exam in either Environmental Science or Government.



Upper School Curriculum

SOC 550: Advanced Economics

LEARNING OBJECTIVES:

We want our students to acquire the skills and habits of mind of historians and social scientists. Students will be given the opportunity to develop, practice, and apply these skills through exposure to a year-long study exploring how societies and individuals attempt to maximize their satisfaction and well-being while facing the challenges brought about by the existence of a limited amount of resources. Among these skills are abilities to:

- o Access and evaluate numerous types and sources of information. Students will be exposed to economic theories and models, graphs which are used to visually represent these models as well as other economic phenomena, as well as relevant data which tracks and records economic information over time.
- o Develop complex questions and frame worthwhile problems. Students will be expected to understand theoretical models and explanations of how markets and economic systems work, as well as apply those understandings to relevant modern day and historical examples.
- o Analyze and evaluate arguments.
- o Effectively present the results of their research in both oral and written forms
- o Recursively evaluate all of these processes (through, for instance, self-critique, peer review, evaluations by a teacher, ongoing conversation, etc.)

ESSENTIAL QUESTIONS:

- o How do individuals and societies deal with problem of unlimited wants and limited resources with which to satisfy those wants?
- o What is the economic way of thinking and how can it be applied to decisions involving the weighing of costs and benefits whether they are monetary or not?
- o How do societies determine what to produce, how to produce it, and who gets it once it is produced?
- o How do markets function to efficiently maximize the value of society's resources as well as to ration scarce goods, services, and resources?
- o When and why do markets fail in efficiently maximizing the value of society's resources, and what role can and should government play in correcting for such failures?
- o How do both producers and consumers make decisions in their interactions with one another to facilitate the maximization of their utility?
- o How is the productivity of an entire economy measured, and what factors influence the level of that productivity?
- o How does government policy in terms of taxes, spending, and managing the money supply affect the productivity of an economy?
- o How does trade and exchange with other nations affect the productivity of an economy?

TOPICS TO BE COVERED IN ANSWERING THE ESSENTIAL QUESTIONS:

- o Scarcity
- o Opportunity Costs
- o Tradeoffs
- o Marginal Analysis
- o Supply & Demand
- o Elasticity
- o The Costs of Production
- o Market Structures
- o Externalities and Market Failures
- o Broad Measurements of Economic Activity
- o Aggregate Supply & Aggregate Demand
- o Fiscal and Monetary Policy
- o International Trade



Upper School Curriculum

SOC 560/561: Global Leadership

COURSE DESCRIPTION:

This unique course will explore leadership from a global perspective. Taught in a blended environment by principals and heads of school from around the world, it will include students from India, Brazil, Bulgaria, and the United States who will explore leadership through a developmental and cross-cultural lens. Students will develop case studies from local leaders highlighting their own leadership milestones, and they will use mentors to help them reflect on their own leadership development. Students should have a formal or strong informal leadership role from which to use as a reflection point for this course. Because we are coordinating with schools that use a semester system, this course will begin in January and conclude in May.

GENERAL AIMS:

The Global Leadership course will provide students with a practical grounding in leadership theory and practice in a local and global context. Students should leave the course with an understanding of their own leadership style and how others from various backgrounds charted their own paths to leadership. Students will leave the course with some confidence on how they can be better leaders through the rest of high school and beyond.

SPECIFIC LEARNING OUTCOMES:

By the end of this course, students will:

- o Possess a working definition of leadership and understand the broad strokes of leadership theory
- o Have a more in-depth understanding of leadership development
- o Have identified and developed a relationship with a leadership mentor
- o Understand and articulate their own leadership style and have developed goals to improve their leadership of a specific group
- o Have worked together with students in other countries to “tune” a local leadership problem.
- o Apply leadership theory to practice



CARY ACADEMY



Upper School Curriculum

SOC 500: Advanced Government

LEARNING OBJECTIVES:

We want our students to acquire the skills and habits of mind of historians and social scientists. Students will be given the opportunity to develop, practice, and apply these skills through a year-long course that will give students an analytical perspective on government and politics in the United States. Among these skills are abilities to:

- Access and evaluate numerous types and sources of information. Students will know important facts, concepts and theories and be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, political cartoons and other formats).
- Develop complex questions and frame worthwhile problems. Students will be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
- Analyze and evaluate arguments.
- Effectively present the results of their research in both oral and written forms.
- Recursively evaluate all of these processes (through, for instance, self-critique, peer review, evaluations by a teacher, ongoing conversation, etc.)

ESSENTIAL QUESTIONS:

- What are the various institutions, groups, beliefs, and ideas that constitute US government and politics?
- What are the theoretical perspectives and explanations for various behaviors and outcomes in the US political system?
- What are the typical patterns of political processes and behavior and their consequences?
- What are the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures?

TOPICS TO BE COVERED IN ANSWERING THE ESSENTIAL QUESTIONS:

- Constitutional underpinnings of American government
- Political beliefs and behaviors
- Political parties
- Interest groups
- Mass media
- Institutions of national government
- Public policy
- Civil rights and civil liberties