



# WLG510: AP® French Language

In AP® French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP® French Language prepares students for the AP® exam and for further study of French language, culture, and literature.

**COURSE LENGTH:** Two semesters

**MATERIALS:** *Larousse Student French-English/English-French Dictionary*

**PREREQUISITES:** WLG310: French III (or equivalent) and a teacher/counselor recommendation

The following key should help you understand the different types of activities students engage in during the course:

Activity type	Description
<b>Lesson Introduction</b>	Lesson objectives are introduced and relevant websites provided so that the student may practice and further investigate the topics covered in the lesson with authentic materials.
<b>Diagnostic</b>	Pre- or post-test used to help students assess their mastery and understanding of the material introduced in the unit.
<b>Discuss</b>	Students discuss topics in an online bulletin-board style forum. Teachers participate in these discussions as well and students receive credit for their participation.
<b>Exam</b>	Test administered at semester's end covering all material from the course.
<b>Practice</b>	<p>Students answer questions regarding what they have learned thus far. They practice new grammar and vocabulary structures using the four skills and read authentic materials from job interview tips to classic literature. In addition, they practice speaking through open-ended question prompts. Activities to improve pronunciation are also included.</p> <p>In written practices, students write compositions responding to writing prompts covering many subjects and differing levels of formality (letter, report, fiction, etc.) in order to develop fluency and accuracy in written language. Writing prompts and essay requirements model AP exam prompts and requirements.</p> <p>In oral practice activities, students respond to open-ended questions and practice story-telling with cartoons, then submit sound files to the teacher for feedback.</p>
<b>Quiz</b>	Computer-administered and automatically graded assessment.
<b>Review</b>	Review of the material covered in a unit or over a semester
<b>Study</b>	Primary instructional online content that teaches new concepts through multimedia and interactivity. New concepts are introduced via lectures, study sheets, and multimedia presentations.
<b>Test</b>	Assessment covering the material introduced in a unit.

## Use of French in the Course

The course is designed for and assumes that teachers and students will communicate almost exclusively in French. Virtually all the course materials are written in French. In general, only vocabulary lists and grammar explanations contain any English at all.

Students regularly interact with each other and with the teacher in French in “Discussion” activities. They also complete spoken homework assignments that are recorded and submitted to teachers as audio files for grading. In addition, teachers give feedback on assignments and tests in French and communicate by e-mail only in French, unless, for example, the student is having particular difficulty with a specific concept.

The following is an example of an introduction to an activity on the French military.

Est-ce que le service militaire est obligatoire aux États-Unis ? Est-ce que tu connais quelqu'un qui est dans l'armée actuellement ? Lors de cette lecture tu vas pouvoir te familiariser avec les opinions partagées par rapport à la suppression du service militaire obligatoire en France. N'oublie pas d'utiliser toutes les stratégies de lecture que tu connais pour pouvoir bien répondre aux questions qui vont suivre. Cette activité va certainement améliorer ta compréhension de lectures.

Bonne Chance !

(Cette activité ne compte pas dans la note finale.)

## COURSE SYLLABUS

### Unit 1: Ready, Set, Go!

Topics covered in this unit:

- Vocabulary related to everyday life, holidays, weekend, people, and negative expressions
- The French and the European monetary system
- Regular and irregular verbs in the present tense
- Listening passage about an accident
- Formation and use of adjectives
- Picture panels strategies
- French holidays
- The *passé composé*
- The *imparfait*
- Listening to exchanges about weekend situations
- Strategies for cloze passages
- Storytelling skills
- French people and their ancestors
- Object pronouns
- Listening to a narrative dealing with a famous singer
- The use of negative expressions
- Skills and strategies to improve your reading comprehension
- Composition writing tips
- Essay presentation tips

## Lesson 1: Daily Life

Introduction	Read the lesson objectives and visit French search engine websites as well as websites of the French media.
Study — Welcome to AP French	Learn about the format and goals of the course. Find out what to expect and how to succeed in the course. See sample activities for the course.
Study — What About the AP Exam?	Learn about the format and content of the AP Exam.
Study — The Adventure Begins	Begin your journey through French by reviewing vocabulary related to daily life, focusing on cognates, antonyms, and adjectives.
Practice — Life in France	Read a passage about how French people are adapting to the new European monetary system. Then answer questions to practice your comprehension skills.
Practice — Life in Quebec	Read a passage about cultural differences between Québec and France. Answer questions to show your comprehension of the reading.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing regular and irregular verbs in the present tense, then practice pronunciation of these verbs.
Practice — An Accident	Listen to a narrative about an accident. Then answer questions to demonstrate your comprehension.
Practice — Focus on the Language	Improve your grammar skills by reviewing the formation, pronunciation, and use of adjectives.
Study — Talk About It	Learn and practice a strategy to help you talk about a series of picture panels relating an everyday situation.
Discuss — Getting To Know You	Introduce yourself to your classmates and discuss your goals for this course.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 2: Getting Away

Introduction	Read the lesson objectives and visit a French newspaper's website.
Study — On Holiday	Learn vocabulary related to holidays and weekends at the beach, in the countryside, the city, and in the mountains.
Practice — Taking Time Off	Read a passage about how the French take time off to get away for long weekends and holidays.
Practice — A Long Weekend	Read about a French family getting away for a long weekend: an excerpt from <i>Le château de ma mère</i> by Marcel Pagnol. Answer questions to show your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the <i>passé composé</i> .
Practice — Weekend Situations	Listen to exchanges about weekend situations. Answer questions to show your comprehension.
Practice — Focus on the Language	Improve your grammar skills by reviewing and practicing the <i>imparfait</i> .
Study — Cloze Passages	Learn strategies to successfully complete cloze passages.
Practice — Language Structures	Practice your knowledge of language structures by completing several cloze passages.

Study — Picture Panel Story Telling	Learn the techniques that will improve your ability to tell stories on the AP Exam.
Practice — Where To Go?	Describe two sets of picture panels, one describing a student and her art project and another describing a birthday party. Record your responses for your teacher to grade and make suggestions for improvement.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 3: People We Know

Introduction	Read the lesson objectives and visit a French genealogy website as well as a website about Arsène Lupin.
Study — Speaking About People, The Good and the Bad	Review vocabulary related to people and negative expressions and complete an exercise to assess your understanding.
Practice — My Ancestors	Read a passage about French people learning about their ancestors. Answer questions to practice your comprehension skills.
Study — Family Photos	View pictures relating to family photos. Practice your storytelling skills by describing what you see.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the use of object pronouns.
Practice — Meeting a Star	Listen to a narrative about meeting a famous singer. Answer questions to show your comprehension.
Practice — Focus on the Language	Improve your grammar skills by reviewing and practicing the use of negative expressions.
Study — Improving Reading Comprehension	Learn skills and strategies for approaching reading comprehension passages, such as budgeting your time, marking the text, and reading questions effectively.
Practice — Getting to Know Literature	Read and answer questions about an excerpt from <i>Arsène Lupin en prison</i> by Maurice Leblanc.
Discuss — Critical Review	Discuss the topics and theme of your reading from the previous activity with your classmates.
Study — Essay Writing Tips	Learn some tips and strategies for improving your score on the composition section of the AP Exam.
Practice — People Around You	Write an essay about people in your life. Then send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 4: Wrap-Up

Review — Ready, Set, Go!	Review what you have learned in this unit and prepare to take the test. View websites for additional listening and reading practice.
Test — Ready, Set, Go!	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes reading and listening comprehension work, and fill-in-the-blank and multiple-choice questions that test vocabulary and grammar.



## Lesson 5: Diagnostic

Diagnostic — Ready, Set, Go!	Test your understanding of the key concepts covered in Unit 1.
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## UNIT 2: TAKING CARE OF YOURSELF

### Topics covered in this unit:

- Vocabulary related to daily activities, history, health, and physical fitness
- Getting ready for the day
- Strategies to improve listening comprehension
- Daily activities
- Reflexive verbs
- Steps to follow in creating great essays
- French history
- Interrogative forms
- Identifying the main idea of a passage and reading for detail
- Finding information in newspapers
- Doctors in France
- Health care in France
- The subjunctive mood
- The causative faire and verbs like *laisser*, *voir*, and *entendre*

## Lesson 1: Daily Routine

Introduction	Read the lesson objectives. Visit a website about makeup and another about Le Petit Nicolas.
Study — At Home, At School	Review vocabulary related to daily activities at home, at school, and in the evenings.
Practice — Morning Routine	Read a passage about getting ready for the day. Answer questions to practice your comprehension skills.
Study — Listening Strategies	Learn strategies to improve your listening comprehension.
Practice — Daily Activities	Listen to a narrative about daily activities. Answer questions to show your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing reflexive verbs with a set of written and oral exercises.
Study — Daily Routine	View pictures relating to daily routines. Practice oral skills by answering questions and describing the picture panels you see.
Practice — After School	Read a passage about after school activities excerpted from the series <i>Le Petit Nicolas</i> by René Goscinny. Answer questions to show your comprehension.
Study — Writing Steps	Review the steps that you should follow to create great essays.
Practice — Write About Your Day	Write an essay on a topic related to daily routine and send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 2: Getting Information

Introduction	Read the lesson objectives and view a website about history.
Study — History	Learn and review vocabulary related to history.
Practice — A French King	Read a passage about French king Hugues Capet. Answer questions to show your comprehension.
Practice — Understanding French History	Listen to a discussion about a French history and answer questions to show your comprehension.
Practice — Focus on the Language	Improve your language skills by learning and practicing interrogative forms in this oral activity.
Study — Content Analysis of Written Passages	Learn how to identify the main idea of a passage and read for detail.
Study — Studying French History	View pictures relating to studying French history. Describe what you see and hear other responses.
Practice — Getting to Know French History	Read a passage about the French Revolution. Answer questions to show your comprehension.
Discuss — Critical Review	Discuss the topics and theme of your reading from the previous activity with your classmates.
Practice — Learning From the News	Learn to read newspapers to find information. Write a summary of what you learned and send it to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 3: Giving Advice and Getting Help

Introduction	Read the lesson objectives and view websites about how to be healthy.
Study — Health and Fitness	Review and learn vocabulary related to health and physical fitness and complete an exercise to show your comprehension.
Practice — Doctors in France	Read a passage about doctors in France. Answer questions to practice your comprehension skills.
Practice — Health Care	Listen to a narrative about health care in France. Answer questions to show your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing using the subjunctive mood in this listening activity. Practice pronunciation of the French “r.”
Study — Have You Noticed?	Study the causative <i>faire</i> and verbs like <i>laisser</i> , <i>voir</i> , and <i>entendre</i> . Complete written exercises to show your comprehension
Practice — Getting to Know Literature	Read an excerpt from Molière’s <i>Le médecin malgré lui</i> . Answer questions to show your comprehension of your reading.
Practice — Getting Advice	Describe a situation where someone is getting advice. Record your description and send it to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

#### Lesson 4: Wrap-Up

Review — Taking Care of Yourself	Review what you have learned and prepare to take the test covering this unit's material.
Test — Taking Care of Yourself	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

#### Lesson 5: Diagnostic

Diagnostic — Taking Care of Yourself	Test your understanding of the key concepts covered in Unit 2.
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### UNIT 3: REMEMBERING

#### Topics covered in this unit:

- Vocabulary related to outdoor activities, weather, conflicts, childhood, and adolescence
- Outdoor activities
- The use of the *passé composé* and *l'imparfait*
- The *passé simple*
- Historical conflicts
- Resolving conflicts
- Practicing *l'imparfait*
- Strategies for writing better essays
- Children during the French Colonial period
- Children's behavior
- Contrast the *passé composé* and *l'imparfait*

#### Lesson 1: Tell Me What Happened

Study — The Great Outdoors	Learn vocabulary related to outdoor activities.
Practice — Outdoor Activities	Read about the 2002 World Cup tournament. Learn a new reading comprehension strategy and answer questions to practice your comprehension skills.
Practice — It Is Great To Be Outside	Listen to a narrative about outdoor activities. Answer questions to show your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by learning and practicing the <i>passé composé</i> and <i>imparfait</i> together in this activity that includes aural work. Practice pronouncing the French "u".
Study — Have You Noticed?	Review the <i>passé simple</i> and complete written exercises to check your comprehension.
Study — Outdoor Safety	View pictures in which someone gets hurt during an outdoor activity. Practice speaking by answering questions about the pictures and listen to other responses.
Practice — Life Outdoors	Read a passage about the Tour de France. Answer questions to show your comprehension.
Practice — Loving the Outdoors	Write an essay about being active and send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content covered in this lesson.

## Lesson 2: Describe the Situation

Study — Weather and Conflicts	Learn and review vocabulary related to weather and how to describe conflicts.
Practice — Conflicts	Read a passage about historical conflicts. Answer questions to practice your comprehension skills.
Practice — Ending Conflicts	Listen to a narrative about ending conflicts. Answer questions to show your comprehension.
Practice — Focus on the Language	Improve your language skills by reviewing and practicing usage of the verbs <i>vouloir</i> , <i>devoir</i> , <i>pouvoir</i> , and <i>savoir</i> in this activity that includes aural work.
Study — Contrasting Views	View pictures relating to car accident and answer questions regarding similar situations. Listen to sample responses to the questions.
Practice — Getting to Know Literature	Read an excerpt from Voltaire's <i>Candide</i> . Then answer written questions in writing to demonstrate your comprehension.
Discuss — Critical Review	Discuss the topics and theme of your reading from the previous activity with your classmates.
Study — Writing Strategies	Explore strategies that will help you write better essays.
Practice — Writing About Conflicts	Write an essay describing a conflict you witnessed and telling how it was resolved. Then send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 3: Give Me All the Details

Study — Childhood and Adolescence	Learn and review vocabulary related to childhood and adolescence.
Practice — The Life of a Child	Read the results of a poll regarding children and young people. Then read and answer questions to demonstrate your comprehension.
Practice — Acting Childish	Listen to a narrative about children's behavior and answer comprehension questions.
Practice — Can You Describe the Past?	Improve your grammar skills by learning and practicing the <i>passé composé</i> in contrast with the <i>imparfait</i> in this activity that includes listening work.
Practice — Children	Read an excerpt from "Les contes du lundi" d'Alphonse Daudet and. answer questions to show your comprehension.
Practice — Write About Children	Practice your writing skills by writing on a topic related to children.
Practice — Speaking Assessment	Describe a situation related to childhood. Record your description and send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 4: Wrap-Up

Review — Remembering	Review what you have learned in this unit and prepare to take the test.
Test — Remembering	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

## Lesson 5: Diagnostic

Diagnostic — Remembering	Test your understanding of the key concepts covered in Unit 3.
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## UNIT 4: SHOPPING

### Topics covered in this unit:

- Vocabulary related to shopping, service people, specialty shops, and food, including quantity, size, and weight
- The open-air markets of the Ivory Coast
- Stores in France
- Learning and practicing definite articles, indefinite and partitive
- The service industry in France
- Using circumlocution
- Practice the strategy of circumlocution
- Identifying structures within written passages to improve reading comprehension
- Food in Senegal
- Practice *depuis* and *l'impératif*
- Practice *en, tout, and les pluriels*
- Quantities

### Lesson 1: What Should We Buy?

Introduction	Read the lesson objectives and visit websites related to the content of this lesson, including a website about Abidjan and websites with French clothing.
Study — Shopping Words	Review and learn new vocabulary related to shopping.
Practice — Going Shopping	Read a passage about shopping in a French-speaking country and answer questions to practice your comprehension skills.
Practice — At the Store	Listen to a narrative about different types of stores in France. Then answer multiple-choice questions to demonstrate your comprehension.
Practice — Focus on the Language	Improve your grammar skills by reviewing and practicing the use of articles. This activity includes a pronunciation component.
Study — Shopping Together	View pictures relating to a situation where people go shopping together. Then practice speaking by answering questions related to the images.
Practice — In Style	Read about popular clothing styles in the Ivory Coast. Answer questions to demonstrate your comprehension.
Practice — Shopping Habits	Write an essay describing your shopping habits and send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 2: What Is It?

Introduction	Read the lesson objectives and visit the Maurice Pagnol website.
Study — Specialty Shops	Learn new and review old vocabulary related to service people and specialty shops.
Practice — The Service Industry	Read a passage about baking and bakers. Then answer questions to practice your comprehension skills.
Practice — Talking Around a Topic	Listen to a narrative in which circumlocution is used. Answer questions to show your comprehension.
Practice — Can You Describe It?	Improve your language skills by learning and practicing the strategy of circumlocution.
Study — A Difficult Situation	View pictures relating to specialty shops. Then listen to and answer questions orally.



Study — Structural Analysis of Written Passages	Learn to identify structures of written passages that will improve your reading comprehension.
Practice — Getting to Know Literature	Read an excerpt from Marcel Pagnol's <i>La gloire de mon père</i> . Then answer questions to demonstrate your comprehension.
Discuss — Critical Review	Discuss the previous activity's reading with your classmates.
Practice — Writing About the Service Industry	Write an essay about the service industry and send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 3: How Many? How Much?

Introduction	Read the lesson objectives and visit websites related to French food.
Study — How Much Food?	Review and learn new vocabulary related to food, including quantity, size, and weight and complete an exercise to check your comprehension.
Practice — Food in French-Speaking Countries	Read a passage about food in Senegal and answer questions to practice your comprehension skills.
Practice — Food Preparation	Read a passage about preparing food and answer questions to demonstrate your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the use of <i>depuis</i> and the imperative. This activity includes a listening and speaking component.
Practice — Quantities	Listen to a narrative in which quantities are discussed then answer questions to demonstrate your understanding.
Practice — Focus on the Language	Improve your language skills by reviewing and practicing the use of <i>en</i> , <i>tout</i> , and plurals. Listening and speaking practice is included.
Practice — Eating Habits	Describe a situation where people are eating. Record your description and send it to your teacher for grading and feedback.
Study — Learning About Food	Check out websites to learn more about delicious French foods.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 4: Wrap-Up

Review — Shopping	Review what you have learned in this unit and prepare to take the test.
Test — Shopping	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

### Lesson 5: Diagnostic

Diagnostic — Shopping	Test your understanding of the key concepts covered in Unit 4.
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## UNIT 5: REVIEW AND EXAM

No new material is introduced in this unit.

### Lesson 1: AP French Language

Review — AP French Language	Review the material you covered this semester in preparation for the test.
Exam — AP French Language	Take a three-hour teacher-graded semester final that includes listening, speaking, reading, and writing components.

## UNIT 6: TRAVELING

### Topics covered in this unit:

- Vocabulary related to planning a vacation, cities, neighborhoods, cars, and accidents
- Vacation clubs in France
- The French *y*
- Future tenses
- Planning a trip
- Prepositions with place names
- A typical French city
- Listening comprehension passage about where someone would like to live
- New strategies for reading comprehension
- The conditional tense
- Identify characters in a passage, as well as its genre, tone, and attitude
- Accidents
- Practice *plus-que-parfait*
- Listening comprehension passage about a trip to a town where one of the speakers grew up

### Lesson 1: Making Plans

Study — Planning a Vacation	Learn and review vocabulary related to planning a vacation.
Practice — Vacation Clubs in France	Read a passage about taking vacations in dangerous places. Answer questions to practice your comprehension skills.
Study — Have You Noticed?	Improve your language skills by reviewing the use of the French <i>y</i> .
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing future tenses in this activity that includes listening and speaking work.
Practice — Where Should We Go?	Listen to a passage about planning a trip and answer questions to show your comprehension.
Practice — Focus on the Language	Review and practice the use of prepositions with place names.
Study — Vacation Time	View pictures showing a situation where someone is going on vacation in France. Then practice the speaking skill by answering questions.
Study — Reading Comprehension Strategies	Review strategies and watch a video that will improve your reading comprehension.
Practice — Vacations in France	Read a passage about the importance of vacations in France. Answer questions to show your comprehension.
Practice — Planning for a Vacation	Write an essay on planning a vacation and send it to your teacher for grading.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 2: Dreaming

Study — Cities and Neighborhoods	Learn and review vocabulary related to cities and neighborhoods. Complete an exercise related to the vocabulary.
Practice — City Life	Read a passage about Paris and answer questions to demonstrate your comprehension skills.
Practice — Listening Comprehension Practice	Listen to a passage about where someone would like to live. Then answer questions to show your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the conditional tense and ways to express politeness. This activity includes listening and speaking work.
Study — Moving	View pictures that describe moving and answer questions about your own moving experiences.
Practice — Tone and Characterization Analysis	Develop your reading skills as you identify characters in a passage, as well as its genre, tone and other characteristics.
Practice — Getting to Know Literature	Read “Les bijoux” by Guy de Maupassant and answer questions to show comprehension.
Discuss — Critical Review	Discuss what you just read with your classmates.
Practice — Country Life or City Life?	Write an essay on where you would like to live and why. Then send it to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

## Lesson 3: What Really Happened?

Study — Cars and Accidents	Learn and review vocabulary related to cars and accidents.
Practice — Call 911	Read passages about accidents and. answer questions to practice your comprehension skills.
Practice — Cars in France	Read an article about cars in France. Then answer questions to show your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the use of the <i>plus-que-parfait</i> . This review includes listening and speaking work.
Practice — First Time Out	Listen to a passage about early driving experiences and answer questions to demonstrate your comprehension.
Study — Sequence of an Accident	View pictures of the sequence of events leading to an accident and then describe orally what you see.
Practice — Did You Lose Something?	Record your description of a situation showing the sequence of events. Then send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content covered in this lesson.

## Lesson 4: Wrap-Up

Review — Traveling	Review what you have learned in this unit and prepare to take a test.
Test — Traveling	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

## Lesson 5: Diagnostic

Diagnostic — Traveling	Test your understanding of the key concepts covered in unit 6.
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## UNIT 7: MAKING DECISIONS

### Topics covered in this unit:

- Vocabulary on education, art, music, and politics
- Two different educational opportunities
- An education-related comparison
- Comparatives
- Superlatives
- Common cognates
- Musicians in France
- Interrogative pronouns
- Choices related to art
- Demonstrative and possessive pronouns
- A French election
- Subjunctives after expressions of emotion
- A political debate

### Lesson 1: Comparing

Study — Education	Learn and review vocabulary related to education.
Practice — Education Opportunities	Read about the French educational system and answer questions to demonstrate your comprehension skills.
Practice — Listening Comprehension Practice	Listen to a passage about education and answer questions to show your comprehension.
Practice — Focus on the Language	Improve your language skills by reviewing and practicing comparatives. Listening and speaking practice is included.
Study — Selecting a Class	View a series of pictures relating to selecting a class. Then describe what you see.
Practice — Focus on the Language	Review and practice the use of superlatives in this activity that includes listening and speaking work.
Study — Cognates, Friend or Foe?	Review some common cognates and learn how to handle them on the AP Exam.
Practice — University Life	Read a passage about the French system of higher education. Answer questions to show your comprehension.
Practice — Educational Opportunities	Write an essay comparing educational opportunities and making choices between them. Then send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content presented in this lesson.

### Lesson 2: Choices

Study — Art and Music	Learn and review vocabulary related to art and music.
Practice — Musicians in France	Read a passage about a singer from Cameroon. Answer questions to practice your comprehension skills.
Study — Decisions, Decisions	View pictures of a situation in which someone needs to make a decision. Then describe what you see in this oral exercise and hear sample responses.
Practice — Focus on the Language	Improve your language skills by reviewing and practicing interrogative pronouns.

Practice — Going to an Art Gallery	Listen to brief dialogues on the topic of art. Then answer questions to demonstrate your comprehension
Practice — Focus on the Language	Review and practice the use of demonstrative and possessive pronouns.
Practice — Getting to Know Literature	Read a short literary work and answer questions to show comprehension.
Discuss — Critical Review	Discuss the reading from the previous activity with your classmates.
Practice — Music and The Arts	Write an essay about your artistic and musical preferences and send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content covered in this lesson.

### Lesson 3: Expressing Feelings

Study — Politics	Learn and review vocabulary related to politics.
Practice — French Elections	Read a passage about French elections. Then answer questions to practice your comprehension skills.
Practice — French Canadian Politics	Read a passage about the political situation of youth in Québec. Then answer questions to demonstrate your comprehension.
Practice — Focus on the Language	Improve your language skills by learning and practicing the subjunctive after expressions of emotion.
Practice — Listening Practice	Listen to a passage about a political debate. Answer questions to show your comprehension.
Study — Who Should I Vote For?	View pictures in which someone is deciding which candidate to vote for. Then describe what you see.
Practice — How Do You Express Your Feelings?	Record your description of a storyboard depicting several situations in which people are showing their feelings. Then send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 4: Wrap-Up

Review — Making Decisions	Review what you have learned in this unit and prepare to take a test.
Test — Making Decisions	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

### Lesson 5: Diagnostic

Diagnostic — Making Decisions	Test your understanding of the key concepts covered in Unit 7.
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## UNIT 8: RELATIONSHIPS

### Topics introduced in this unit:

- Vocabulary related to friends, friendship, business, professions, and traditions
- Childhood friendship and the significance of friendship
- An uncertain relationship
- The subjunctive after expressions of doubt or uncertainty
- Doing business in France
- Choosing a profession



- Relative pronouns
- Reciprocal verbs
- Types of essays
- Reading poems to improve reading comprehension and answering questions about those poems
- Learn about extended discourse
- Listening comprehension passage and questions containing an extended discourse
- Practice extended discourse responses about your family traditions

### Lesson 1: I Am Not Sure

Study — All About Friends	Learn and review vocabulary related to friends and friendship.
Practice — Friendship	Read a passage about friendship. Then answer questions to practice your comprehension skills.
Practice — Listening Comprehension Practice	Listen to a passage about an uncertain relationship. Answer questions to demonstrate your comprehension.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the subjunctive after expressions of doubt and uncertainty. This review includes listening and speaking practice.
Study — Breaking Up Is Hard To Do	View pictures depicting a situation where a couple is breaking up. Then talk about what you see.
Practice — Friendship in France and the United States	Read a passage comparing the notions of friendship held by Americans and the French. Then answer questions to show your comprehension.
Practice — Uncertain Relationships	Write an essay on expressing doubt or uncertainty about a relationship. Then send your work to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 2: Interactions

Study — Professions and Business	Learn and review terms related to business and professions.
Practice — Business in France	Read a passage about doing business in France. Then answer questions to practice your comprehension skills.
Practice — What Do You Want To Be?	Listen to a passage about choosing a profession. Answer questions to demonstrate your comprehension.
Practice — Focus on the Language	Improve your language skills by reviewing and practicing relative pronouns. This review includes listening and speaking work.
Study — Business is Business	View pictures relating to a situation where two people are doing business. Then talk about what you see and hear other possible responses.
Practice — Grammatically Speaking	Review and practice using reciprocal pronouns. This activity includes speaking and listening work.
Practice — Getting to Know Literature	Read a short literary work and answer questions to demonstrate comprehension.
Discuss — Critical Review	Discuss the topics and theme of the previous activity's reading with your classmates.
Study — Essay Types	Renew your familiarity with the types of essays you may encounter on the AP Exam.
Practice — What Will You Be?	Write an essay about a profession you are interested in. Then send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content presented in this lesson.

### Lesson 3: Traditions

Study — All About Traditions	Learn and review words and phrases related to traditions.
Practice — Poetry	Practice your reading comprehension by reading poems by Jacques Prévert et Jean de la Fontaine and answering some comprehension questions.
Practice — Focus on the Language	Improve your language skills by learning and practicing extended discourse.
Study — Listening Comprehension Practice	Listen to a question-and-answer session containing extended discourse and answer some questions about what you heard.
Practice — Family Traditions	Make a practice tape of extended discourse responses to several questions concerning personal or family traditions. Then listen to and evaluate your responses.
Practice — Are Traditions Important?	Write an extended essay on why traditions are or are not important. Then send it to your teacher for a grade and feedback.
Quiz — Check-Up	Assess your understanding of the content covered in this lesson.

### Lesson 4: Wrap-Up

Review — Relationships	Review what you have learned in this unit and prepare to take a test.
Test — Relationships	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

### Lesson 5: Diagnostic

Diagnostic — Relationships	Test your understanding of the key concepts covered in Unit 8.
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## UNIT 9: THE MODERN WORLD

### Topics covered in this unit:

- Vocabulary related to international relations, the environment, and finding a job
- France and its place in the world
- A recent international event involving France
- The present participle
- Practice infinitives vs. subjunctive
- Protecting the environment
- Practicing the subjunctive after certain conjunctions
- How to interview for a job
- A job interview
- Conditional sentences

### Lesson 1: Tell Me Why

Study — International Relations	Learn and review vocabulary related to international relations.
Practice — France and Its Place in the World	Read a passage about France and its political place in the world. Answer questions to practice your comprehension skills.
Practice — International Events	Listen to short conversational exchanges, then answer questions to show your comprehension.

Practice — Focus on the Language	Review and practice the use of the present participle and the use of infinitives. This review includes speaking and listening portions.
Study — Diplomatic Meeting	View pictures of a diplomatic meeting. Then talk about what you see and hear other responses.
Practice — Grammatically Speaking	Improve your grammar skills by reviewing and practicing the use of infinitives vs. subjunctive. This activity includes listening and speaking opportunities.
Practice — Peace or War?	Write an essay on a topic about the possibility of world peace and send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content presented in this lesson.

### Lesson 2: If Only..!

Study — Environment	Learn and review vocabulary related to the environment and complete a crossword to check your comprehension.
Practice — Protecting the Environment	Read a passage about protecting the environment in Canada. Answer questions to demonstrate your comprehension skills.
Practice — Environmental Issues	Listen to short exchanges about protecting the environment and answer questions to show your comprehension
Practice — Grammatically Speaking	Review and practice using the subjunctive after certain conjunctions.
Study — Youth and the Environment	View a series of pictures showing youth protecting the environment. Talk about what you see and hear other practice responses.
Practice — Getting to Know Literature	Read an excerpt from Antoine de Saint-Exupéry's <i>Le Petit Prince</i> and answer questions to show your understanding.
Discuss — Critical Review	Discuss the topics and theme of the previous activity with your classmates.
Practice — Are You an Environmentalist?	Write an essay on a topic related to the environment and send it to your teacher for grading and feedback.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

### Lesson 3: What If...?

Study — Finding a Job	Review old and learn new vocabulary related to finding a job.
Practice — Interviewing For a Job	Read a passage about how to interview for a job. Then answer questions to practice your comprehension skills.
Practice — Listening Practice	Listen to a dialogue about a job interview. Answer questions to show your comprehension.
Practice — Focus on the Language	Improve your language skills by reviewing and practicing the use of the conditional in sentences.
Study — Failing in School	View pictures showing a student who does not do well in school. Talk about what you see.
Practice — The French Military	Read a passage about military service in France. Answer questions to show your comprehension.
Discuss — How Did You Do?	Discuss with your fellow students what you've learned in this course.
Quiz — Check-Up	Assess your understanding of the content introduced in this lesson.

#### Lesson 4: Wrap-Up

Review — The Modern World	Review what you have learned in this unit and prepare to take a test.
Test — The Modern World	Take an hour-long, teacher-graded test to assess your understanding of the content introduced in this unit. The test includes fill-in-the-blank and multiple-choice questions, reading and listening comprehension work, and items that test vocabulary and grammar.

#### Lesson 5: Diagnostic

Diagnostic — The Modern World	Test your understanding of the key concepts covered in Unit 9.
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### UNIT 10: REVIEW AND EXAM

No new material is introduced in this unit.

#### Lesson 1: AP French Language

Discuss — Wrapping Up	Prepare for the AP Exam by discussing your questions with your classmates.
Review — AP French Language	Review what you've learned to prepare for the test. Listening, speaking, reading, and writing practice is provided.
Final Exam — AP French Language	Take a three-hour teacher-graded semester final that includes listening, speaking, reading, and writing components.



# WLG110: French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language.

**COURSE LENGTH:** Two semesters

**MATERIALS:** *Larousse Student French-English/English-French Dictionary*

**PREREQUISITES:** None

**NOTE:** Students who have already succeeded in French middle school Year II should enroll in French II (below) rather than in French I.

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## SEMESTER ONE

### Part 1

- Video: Getting Started
- Grammar: Gender
- Vocabulary: Greetings and Farewells; Saying Your Name; Alphabet; Useful Phrases - How Do You Say...?
- Adventure 1.1.1
- *Mission to l'île de Providence*
- Points, Lines, and Figures
- Practice Shapes Vocabulary
- CultureGrams™: Belgium
- Grammar: Indefinite/Definite Articles
- Vocabulary: Cognates
- More on Numbers
- Lines and Figures Primer
- The Revolutionary Diglot Weave™
- The Broken Window
- The French Puzzle
- Practice Outside Vocabulary
- Grammar: Subject Pronouns
- Vocabulary: Numbers 0-30; School/Classroom/Subjects
- Listening to a Reading of the Puzzle Sentences
- Stringing Together Your Own Narratives
- Practice Communication Vocabulary
- Grammar: Present Tense of Three Major Verb Groups
- Vocabulary: Common Verb List
- Adventure 1.1.2
- Chatter at a Royal Ball
- Toward Fluency
- Practice Animal Vocabulary



- Grammar: Subject/Verb Agreement
- Vocabulary: Numbers 31-100
- The Key of the King's Kingdom
- Practice Numbers Vocabulary
- Grammar: Imperative
- Vocabulary: Transportation; Command Words: Turn, Go Straight, etc.
- Adventure 1.2.1
- Thinking *en Français*
- Grammar: Simple Negatives, *ne...pas*
- Vocabulary: Days of the Week, Giving Dates; Months, Seasons
- Practice Emotions Vocabulary
- Toward Fluency
- Practice Family Room Vocabulary
- Practice Mealtime Vocabulary
- Grammar: The Verb *Avoir*
- Vocabulary: Numbers 100 - 1000
- Focus on the Language
- *Au Sujet de la Prononciation*
- Practice Opposites Vocabulary
- Adventure 1.2.2
- Practice Kitchen Items Vocabulary
- From Word to Discourse
- Practice General Vocabulary

## Part 2

- Grammar: Question Formation
- Vocabulary: Hobbies, Entertainment
- Discover Art and Music Vocabulary
- Focus on the Language
- Listen and Learn About Art and Music
- Practice Movement Vocabulary
- Grammar: *de/à* and Their Contractions
- Vocabulary: Places
- Questions and Answers
- Telling Stories
- Practice Bathroom Items Vocabulary
- Grammar: Common Irregular Verbs: *Faire* versus *Jouer*; *Aller*
- Vocabulary: Food, Restaurant
- Creating Your Own Mini-Story Plots
- CultureGrams™: Canada
- Take a Tour of France
- Grammar: Selected Adverbs: *souvent, de temps en temps, rarement, d'habitude*
- Vocabulary: Adverbs

- Adventure 1.3.1
- *Points, Lignes, et Figures*
- Cars and Roads in French
- *Une Mère Parle à Son Bébé*
- Practice Family Vocabulary
- From Word to Discourse
- In the Classroom
- Grammar: *C'est* versus *Il est*
- Vocabulary: More Descriptions, Adjectives
- Lecture on Geography
- Practice Around Town Vocabulary
- More on Numbers
- Practice Seasons Vocabulary
- Thinking *en Français*
- Grammar: Comparatives/Superlatives: *meilleur, mieux*
- Vocabulary: Family
- *L'Alphabet Romain*
- Practice School Time Vocabulary
- Adventure 1.3.2
- Chatter at a Royal Ball
- Practice Mealtime Vocabulary
- Grammar: *Faire* Expressions
- Vocabulary: Weather, Sports
- *Ma Première Visite au Québec*
- Government Vocabulary Discovery
- The Key of the King's Kingdom
- Play "Who Am I" in Politics
- Grammar: Interrogatives
- Vocabulary: Telling Time
- Communication With Limited Means
- Practice Opposites Vocabulary
- Similar Words in English and French: Foods
- Stringing Together Your Own Narratives
- Practice Snacks Vocabulary
- Make a Shopping List

## SEMESTER TWO

### Part 1

- Adventure 2.1.1
- *Points, Lignes, et Figures*
- Practice Fruits Vocabulary
- Grammar: *Être*
- Vocabulary: Jobs

- The Keys of Rome
- A Geography Lesson
- A Mother Talks to Her Baby
- Practice Bedroom Items Vocabulary
- CultureGrams™: Canada
- Grammar: Adjectives: Agreement and Placement by Gender and Number
- Vocabulary: Descriptions, Adjectives, Colors
- A French Lesson in a Classroom
- Thinking *en Français*
- Practice Beverages Vocabulary
- Adventure 2.1.2
- Grammar: Possessive Adjectives
- Vocabulary: Prepositions
- *Ma Première Visite au Québec*
- A Lecture on the Alphabet
- Practice Clothing Vocabulary
- Learn About Cities and Neighborhoods
- More on Numbers
- Grammar: *Futur proche: aller + infinitif*
- Vocabulary: Animals
- Practice Travel Vocabulary
- CultureGrams™: France
- Focus on the Language
- Practice Health and Safety Vocabulary
- Stringing Together Your Own Narratives
- Shopping Vocabulary
- Grammar: *Il y a*
- Vocabulary: Home - Rooms, Chores, Furniture
- Important and Easy Words to Learn
- Practice Days Vocabulary
- Adventure 2.2.1
- Grammar: *Être* + Expressions of Nationality
- Vocabulary: Nationalities, Countries
- Focus on Action
- Practice Playtime Vocabulary
- *Une Leçon de Géographie*
- Grammar: Partitive Articles
- Vocabulary: Telephone
- *Proverbes*
- Practice Senses Vocabulary
- *Une Leçon de Français*
- *Une Mère Parle à Son Enfant*
- Grammar: *Avoir* expressions: *soif, faim*

- Vocabulary: Shopping Words, Money
- Practice Outside Fun Vocabulary
- Child's Talk
- Adventure 2.2.2
- Chatter at a Royal Ball
- Practice Personal Hygiene Vocabulary
- Practice Vegetables Vocabulary

## Part 2

- Grammar: Adjectives: Agreement and Placement by Gender and Number
- Vocabulary: Getting Ready Verbs, Body Parts
- Practice Body Parts Vocabulary
- Generating Sentences for Oral Practice
- *L'Alphabet Romain*
- Practice Colors Vocabulary
- Adventure 2.2.3
- Grammar: Demonstrative Adjectives: *ce, cet, cette, ces* and *-ci, -là*
- Vocabulary: Clothing
- A Surprising Discovery
- Practice Around the House Vocabulary
- The Three Little Pigs
- Vocabulary: Going to the Doctor
- Practice Neighborhood Vocabulary
- Adventure 2.3.1
- Grammar: *Avoir* expressions + *être malade*
- Vocabulary: Outdoor Activities
- *Une Leçon de Géographie*
- Grammar: Direct Object Pronouns
- Vocabulary: Computers, Internet
- Practice Traveling Vocabulary
- A Dream About a Little Girl
- CultureGrams™: Luxembourg
- *Dans la Salle de Classe*
- Learn About Schools
- Chatter at a Royal Ball
- Grammar: *En* and *Y*
- Vocabulary: Travel
- Focus on the Language
- Practice Work Vocabulary
- Adventure 2.3.2
- Talking to a Small Child at the Zoo
- Grammar: *Passé Composé* with *Avoir*: Regular Verbs
- Vocabulary: Dating, Going Out, Having a Party



- Practice Rooms Vocabulary
- *Des Questions Posées Par un Enfant*
- About Your Family
- A Critical Mother
- A Polite Rebuke
- Practice Months Vocabulary
- *Ma Première Visite au Québec*
- Words That Are Similar in English and French: Cognates
- *Passé Composé* with *Avoir*: Irregular Verbs, including *Avoir* and *Être*,
- Vocabulary: Outside Words, Nature
- Go on a Vacation
- From Word to Discourse
- More on Vacation
- Practice Your French
- Adventure 2.3.3
- Planning a Vacation



# WLG210: French II



In this continuing introduction to French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations.

**COURSE LENGTH:** Two semesters

**MATERIALS:** *Larousse Student French-English/English-French Dictionary*

**PREREQUISITES:** WLG110: French I, or equivalent

## SEMESTER ONE

### Part 1

- Video: Getting Started
- Adventure 1.1.1
- Grammar: Present and Past Tense Review of French I
- Vocabulary: Verb List
- Focus on a Scene
- Explore Everyday Verbs
- Test Yourself on Everyday Verbs
- Chatter at a Royal Ball
- Practice Communication Vocabulary
- Grammar: Adjectives That Precede the Noun: B.A.N.G.S. - Review French I
- Vocabulary: Verb List
- People in History
- Focus on the Language
- Practice Around the House Vocabulary
- Historical Vocabulary In French
- Focus on Action
- Grammar: *Choisir*, *Offrir* and Other *-ir* verbs: Review of French I
- Vocabulary: Ordinal Numbers, Numbers Review 1-1000, Introduce 1000 - 1 Billion
- Practice Vegetables Vocabulary
- Practice Animal Vocabulary
- Adventure 1.1.2
- Grammar: Interrogative Adjective *Quel*
- Vocabulary: Food
- A Geography Lesson
- Practice Bathroom Items Vocabulary
- Little Red Riding Hood
- Grammar: Indirect and Direct Object Pronouns *Lui* and *Leur*
- Vocabulary: Health
- Describe How People Feel

- A Child's Questions
- Practice Bedroom Items Vocabulary
- Focus on Adjectives
- What a Beautiful Sight!
- Grammar: Stress Pronouns
- Vocabulary: Family
- Practice Beverages Vocabulary
- The Three Bears
- Practice Body Parts Vocabulary
- Learn About Health and Sickness
- Grammar: Negative Expressions Expanded
- Vocabulary: More Descriptions, Adjectives
- Adventure 1.2.1
- A Geometry Lesson
- Practice Numbers Vocabulary
- CultureGrams™: Switzerland
- Grammar: *Penser*: Giving an Opinion; Asking for Advice
- Vocabulary: Professions
- Practice Clothing Vocabulary
- A Little Boy and a Flower
- Practice Colors Vocabulary
- In the Aquarium
- Practice Days Vocabulary

## Part 2

- Focus on a Scene
- Grammar: Reflexive Verbs
- Vocabulary: Leisure Activities
- Practice Family Vocabulary
- Adventure 1.2.2
- The Story of the Three Thieves
- Practice School Time Vocabulary
- In the Chemistry Classroom
- Grammar: Passé Composé With Reflexive Verbs
- Vocabulary: Body Parts
- School Vocabulary Challenge
- Voice in the Darkness
- CultureGrams™: Switzerland
- A Lazy Son
- Grammar: Relative Pronouns: *Ce Qui*, *Ce Que*
- Vocabulary: History - Names of Famous People, Events
- Practice Around Town Vocabulary
- Chatter at a Royal Ball

- Practice Emotions Vocabulary
- Grammar: Adverbs of Frequency
- Vocabulary: Household Items, Furniture
- Adventure 1.3.1  
The Crocodile
- Grammar: Pronouns: Direct and Indirect
- Vocabulary: School Items, Activities, Extracurricular
- Practice Rooms Vocabulary
- The Farmer and the Turnip
- Practice Months Vocabulary
- The Story of Chicken Little
- Grammar: Prepositions
- Vocabulary: House, Living Accommodations
- No One Pays Any Attention to Me!
- Practice Family Room Vocabulary
- Conversation Snatches
- Grammar: *Être Situ  (e)*, etc.
- Vocabulary: Places
- Practice Fruits Vocabulary
- A Beautiful Girl at the University
- Speaking About People
- Practice Seasons Vocabulary
- Openers and Rejoinders
- Grammar: *  , en* + Transportation
- Vocabulary: Slang
- CultureGrams™: French Polynesia
- Practice Kitchen Items Vocabulary

## SEMESTER TWO

### Part 1

- Adventure 2.1.1
- Second Meeting at the University
- Grammar: Interrogative Pronouns
- Vocabulary: Traveling, Vacations
- More About People
- Practice Mealtime Vocabulary
- Isabelle and Vincent
- Grammar: Demonstrative Pronouns
- Vocabulary: Careers
- Practice Neighborhood Vocabulary
- Chatter at a Royal Ball
- CultureGrams™: French Polynesia
- Practice Outside Vocabulary
- Afanti and the Pauper

- Grammar: Future Tense
- Vocabulary: Music
- Practice Shapes Vocabulary
- The Story of the Hare and the Tortoise
- Focus on Opposites—Antonyms
- Grammar: The Verbs *Vouloir* and *Pouvoir*: Asking for Permission
- Vocabulary: Gift Items
- Five Blind Men Describe an Elephant
- Practice General Vocabulary
- Discover Vocabulary for the Human Body
- Learn about Body Parts in French
- Grammar: Conjunctions: *donc*, *or*, *ni*, *car*, *parce que*
- Vocabulary: Weights/Measurements
- Adventure 2.2.1
- The Three Little Pigs
- Use Parts of the Body in Sentences
- Practice Health and Safety Vocabulary
- Grammar: Adverbs With *-ment*
- Vocabulary: Clothing
- Practice Mealtime Vocabulary
- The Hunter and the Thief
- Grammar: Use of *il est interdit*
- Vocabulary: Office
- Practice Movement Vocabulary
- The Silent Fishermen
- Grammar: Use of *Il faut*
- Vocabulary: Verb List
- Practice Outside Fun Vocabulary
- The Three Billygoats Gruff
- Weather and Conflict Vocabulary
- Adventure 2.2.2
- Proverbs
- Practice Travel Vocabulary
- The Little Red Hen
- CultureGrams™: Haiti

## Part 2

- Grammar: *Passé Composé With Avoir*: Regular Verbs
- Vocabulary: Giving Directions, Locations
- Practice Personal Hygiene Vocabulary
- Treatment for Melancholy
- Learning Words in Clusters
- Practice Playtime Vocabulary
- Grammar: *Passé Composé With Avoir*: Irregular Verbs, including *Avoir* and *Être*



- Vocabulary: Shopping, Money
- Practice Senses Vocabulary
- Grammar: *Avoir* Expressions + *Être Malade*
- Vocabulary: Opinions and Feelings
- Adventure 2.3.1
- Little Red Riding Hood
- Explore Food Vocabulary
- Grammar: Indirect Object Pronouns in the *Passé Composé*
- Vocabulary: Holidays/Special Celebrations
- Shopping in a Boutique
- A Milkmaid's Fantasy
- Practice Traveling Vocabulary
- Grammar: Direct Object Pronouns in the *Passé Composé*
- Vocabulary: Relationships, Love, Dating
- Two Stubborn Goats
- Exploring Conflict Vocabulary
- The Little Red Hen v.2
- Practice Work Vocabulary
- Grammar: *Imparfait*
- Vocabulary: Business
- Understanding Order
- A Hungry Giant
- Grammar: *Imparfait* versus *Passé Composé*
- Vocabulary: Political/Social Issues
- Practice Opposites Vocabulary
- Adventure 2.3.2  
Poor King Midas
- Explore the Extended Family
- Grammar: *en* and *y*
- Vocabulary: Slang
- More on the Family
- A Greedy Dog
- Practice Snacks Vocabulary
- Adventure 2.3.3
- A Dialogue Among Friends





# WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing.

**COURSE LENGTH:** Two semesters

**MATERIALS:** *Larousse Student French-English/English-French Dictionary*

**PREREQUISITES:** WLG210: French II, or equivalent

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## SEMESTER ONE

### Part 1

- Video: Getting Started
- Intro to Vocab
- Vocabulary: Family and Relationships
- Intro to Patterns
- Patterns: Regular and Irregular Verbs
- Intro to Culture Activities
- Culture Bits: Burundi
- Vocabulary: The Extended Family
- Patterns: Adjectives
- Vocabulary: Countries and Nationalities
- Patterns: The *Passé Composé*
- Vocabulary: Question Words, *Être* and Useful Verbs
- Patterns: The *Imparfait*
- Vocabulary: Numbers
- Patterns: Object Pronouns
- Culture Bits: Canada
- Vocabulary: Telling Time
- Patterns: Negatives
- Vocabulary: Question Words and Physical Characteristics
- Patterns: Reflexive Verbs
- Vocabulary: Personal Characteristics and Other Useful Description Vocabulary
- Patterns: Introduction
- Patterns: Reflexive Verbs
- Vocabulary: Midterm Review
- Patterns: Midterm Review
- Culture: Midterm Review

## Part 2

- Vocabulary: At School
- Vocabulary: Elementary and Secondary Schools
- Patterns: Interrogatives
- Culture Bits: Martinique
- Vocabulary: Computers and the Internet
- Vocabulary: Verbs Related to Study
- Patterns: Subjunctive
- Vocabulary: Holidays
- Patterns: *Passé Composé* vs. *Imparfait*
- Culture Bits: Martinique
- Vocabulary: Baptisms and Weddings
- Patterns: Definite and Indefinite Articles
- Vocabulary: Calendar and Useful Verbs
- Patterns: The *Imparfait*, Part 2
- Culture Bits: Haiti
- Vocabulary: Ordinal Numbers and Location
- Patterns: The Articles
- Vocabulary: Around the House and Furniture
- Patterns: *Depuis* et *l'Impératif*
- Vocabulary: Chores
- Patterns: *En*, *Tout*, and Plurals
- Vocabulary Review
- Patterns: Final Review

## SEMESTER TWO

### Part 1

- Getting Started Video
- Vocabulary: Body Parts
- Patterns Introduction
- Patterns: *Le Futur Simple*
- Culture Bits: Canada
- Vocabulary: Medical Terms
- Patterns: *Depuis*
- Vocabulary: Hygiene and Fitness
- Patterns: *Le Conditionnel*
- Vocabulary: Common Prepositions and Adverbs
- Patterns: *Le Futur Simple 2*
- Vocabulary: Fruits, Vegetables, and Grains
- Patterns: *Le Futur Antérieur*
- Culture Bits: Senegal
- Vocabulary: Meats, Dairies, and Misc.
- Patterns: *Le Discours Suivi*



- Vocabulary: Beverages and Meals
- Patterns: Prepositions
- Vocabulary: Food: Useful Words
- Patterns: *Le Plus-que-Parfait*
- Vocabulary Review
- Patterns: Review
- Midterm Review

## Part 2

- Vocabulary: Sports, Part 1
- Patterns: *Le Comparatif*
- Culture Bits: Rwanda
- Vocabulary: Sports, Part 2
- Patterns: *Le Superlatif*
- Vocabulary: Traveling, Part 1
- Patterns: *Les Pronoms Interrogatifs*
- Vocabulary: Traveling, Part 2
- Patterns: *Les Adjectifs et Pronoms Demonstratifs*
- Vocabulary: Hobbies and Pastimes, Part 1
- Patterns: *Pronoms et Adjectifs Demonstratifs et Possessifs*
- Culture Bits: Saint-Pierre-et-Miquelon
- Vocabulary: Hobbies and Pastimes, Part 2
- Patterns: *Le Subjonctif après les Expressions d'Improbabilité*
- Vocabulary: Music, Part 1
- Patterns: *Les Pronoms Relatifs*
- Vocabulary: Music Part, 2
- Patterns: *Les Pronoms Toniques*
- Vocabulary Review
- Patterns: Review
- Final Exam Review



# ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

**COURSE LENGTH:** Two semesters

**MATERIALS:** One package of white clay; one set of acrylic paint; one set of round paintbrushes; no other materials provided. It is recommended, but not required that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.

**PREREQUISITES:** A survey course in World History is recommended as a prerequisite or co-requisite, but not required

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## SEMESTER ONE

### Unit 1: Understanding Art

Students look closely at how artists use the building blocks or “elements” of art such as line, color, and texture. They analyze how artists organize these elements of art using design principles, such as unity, pattern, and emphasis. Then students explore works of art from various approaches, including historical, critical, and aesthetic. They learn that we group works of art and architecture with similar characteristics into periods, civilizations, and styles. Students answer questions like, “Does art have to be beautiful to be good?” and “Can functional objects be works of art?”

- Elements of Art
- Principles of Design
- Virtual Field Trip: Elements and Principles
- Sketchbook
- Approaches to Art: Art History
- Approaches to Art: Criticism and Aesthetics
- Discuss: Getting to Know You
- What are “Structure and Function?”

### Unit 2: Studio: Understanding Art

Students apply what they learned in “Unit 1: Understanding Art” by creating their own artwork.

- Studio 1
- Studio 2
- Studio 3
- Studio 4
- Studio 5

### Unit 3: Art of Ancient Times

Students explore the works of art and architecture from the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. They examine how these works reflect beliefs and attitude of the time and place in which they were created. Students describe how artists of one civilization influenced artists of another, and compare and contrast works from the four civilizations.

- Art of Ancient Mesopotamia
- Discuss: Art of Ancient Times
- Art of Ancient Egypt 1

- Art of Ancient Egypt 2
- Virtual Field Trip: Mesopotamian and Egyptian Art
- Art of Ancient Greece 1
- Art of Ancient Greece 2
- Sketchbook
- Art of Ancient Rome 1
- Art of Ancient Rome 2
- Virtual Field Trip: Greek and Roman Art
- Making Connections: Comparing and Contrasting Works of Ancient Art

#### **Unit 4: Studio: Art of Ancient Times**

Students apply what they learned in “Unit 3: Art of Ancient Times” by creating their own artwork.

- Studio 1
- Studio 2
- Studio 3
- Studio 4
- Studio 5

#### **Unit 5: Perspectives in Design from Many Cultures**

Students explore the works of art and architecture from China, Japan, India, the Americas, the Islamic world, and Africa. They examine how these works reflect beliefs and attitude of the time and place in which they were created. Students learn about various art processes, such as creating a Navajo weaving and Chinese porcelain vases, and they compare and contrast works from the various cultures.

- Art of Asia: China
- Art of Asia: Japan
- Art of Asia: India
- Virtual Field Trip: Chinese, Japanese, and Indian Art
- Sketchbook
- Art of the Americas: Central and South American Indians
- Art of the Americas: North American Indians
- Virtual Field Trip: Art of the Americas
- Sketchbook
- Art of the Islamic World
- Art of Africa
- Discuss: Perspectives in Design from Many Cultures
- Virtual Field Trip: Islamic and African Art
- Making Connections: Comparing and Contrasting Art of Various Cultures

#### **Unit 6: Studio: Perspectives in Design from Many Cultures**

Students apply what they learned in “Unit 5: Perspectives in Design from Many Cultures” by creating their own artwork.

- Studio 1
- Studio 2
- Studio 3
- Studio 4
- Studio 5



## Unit 7: The Renaissance

Students explore the works of art and architecture from medieval times before diving into the Renaissance. They examine how these works reflect beliefs and attitude of the time and place in which they were created. Students learn about various art processes, such as creating Gothic stained glass and Renaissance engraving, and they compare and contrast Renaissance works from Italy, Germany, the Netherlands, and Spain.

- Early Medieval Art: Byzantine and Romanesque
- Gothic Art
- The Early Renaissance
- Virtual Field Trip: Medieval and Early Renaissance Art
- Italian Renaissance: Painting 1
- Discuss: the Renaissance
- Sketchbook
- Italian Renaissance: Painting 2
- Italian Renaissance: Sculpture
- Italian Renaissance: Architecture
- Virtual Field Trip: Italian Renaissance Art and Architecture
- Renaissance Beyond Italy 1: Germany
- Renaissance Beyond Italy 2: Netherlands and Spain
- Virtual Field Trip: Renaissance Art Outside Italy
- Making Connections: Comparing and Contrasting Works of Renaissance Art

## Unit 8: Studio: The Renaissance

Students apply what they learned in “Unit 7: The Renaissance” by creating their own artwork.

- Studio 1
- Studio 2
- Studio 3
- Studio 4
- Studio 5

## Unit 9: Semester Review and Test

Students review key concepts and content from the lessons in this semester, and then take the semester test.

- Semester Review
- Semester Test

## SEMESTER TWO

### Unit 1: From Baroque to Romantic

Students explore the works of Baroque, Rococo, Neoclassical, and Romantic art and architecture. They examine how these works reflect beliefs and attitude of the time and place in which they were created. Students learn how artists of one period or civilization influence artists of another, and they compare and contrast works of art covered in this unit.

- Baroque in Italy: Sculpture
- Discuss: From Baroque to Romantic
- Baroque in Italy: Painting
- Baroque in Spain and France

- Baroque in the Netherlands (Flanders and United Dutch Republic)
- Virtual Field Trip: Baroque Art
- Sketchbook
- Making Connections: Comparing and Contrasting Baroque Art
- The Enlightenment: Rococo and Naturalist Art
- The Enlightenment: Neoclassical Art
- Romantic Art
- Virtual Field Trip: Neoclassical and Romantic Art
- Sketchbook
- Making Connections: Comparing and Contrasting Works of Art from Rococo to Romantic

## Unit 2: Studio: From Baroque to Romantic

Students apply what they learned in “Unit 1: From Baroque to Romantic” by creating their own artwork.

- Studio 1
- Studio 2
- Studio 3
- Studio 4
- Studio 5

## Unit 3: From Realism to Post-Impressionism

Students explore the works of art and architecture from Realism, Impressionism, Post-Impressionism, and other late 19th century styles. They learn how new materials and technology influenced the way artists worked. And they compare and contrast works of Realist, Impressionist, and Post-Impressionist art.

- New Materials and Technology
- Realism and Naturalism 1
- Realism and Naturalism 2
- Sketchbook
- Impressionism 1
- Impressionism 2
- Virtual Field Trip: Realism, Naturalism, and Impressionism
- Post-Impressionism 1
- Post-Impressionism 2
- Discuss: From Realism to Post-Impressionism
- Late Nineteenth Century Painting and Sculpture
- Art Nouveau
- Virtual Field Trip: Post-Impressionism and Late Nineteenth Century Art
- Sketchbook
- Making Connections: Comparing and Contrasting Realism, Naturalism, Impressionism, and Post-Impressionism

## Unit 4: Studio: From Realism to Post-Impressionism

Students apply what they learned in “Unit 3: From Realism to Post-Impressionism” by creating their own artwork.

- Studio 1
- Studio 2



- Studio 3
- Studio 4
- Studio 5

### **Unit 5: Modern Times**

Students explore the works of art and architecture from modern times with styles including Fauvism, Expressionism, Cubism, and Surrealism. Students learn how artists of one style influence artists of another. They discuss various works of representational, abstract, and nonrepresentational art. They also compare and contrast works of modern art.

- Fauvist Art
- Expressionism: Der Blaue Reiter and Die Brücke
- Cubism
- Discuss: Modern Times
- Sketchbook
- Art and Politics
- Virtual Field Trip: Fauvism, Expressionism, Cubism, and Political Art
- Surrealism
- American Scene Painting and Regionalism
- Modernism in Architecture
- Virtual Field Trip: Surrealism, American Scene Painting, and Architecture
- Modernism in Sculpture 1
- Modernism in Sculpture 2
- Abstract Expressionism
- Postmodernism
- Virtual Field Trip: Sculpture, Abstract Expressionism, and Postmodernism
- Sketchbook
- Making Connections: Comparing and Contrasting Modern Art

### **Unit 6: Studio: Modern Times**

Students apply what they learned in “Unit 5: Modern Times” by creating their own artwork.

- Studio 1: Painting
- Studio 2: Painting
- Studio 3: Painting
- Studio 4: Painting
- Studio 5: Painting
- Studio 1: Mixed Media
- Studio 2: Mixed Media
- Studio 3: Mixed Media
- Studio 4: Mixed Media
- Studio 5: Mixed Media

### **Unit 7: Semester Review and Test**

Students review key concepts and content from the lessons in this semester, and then take the semester test.

- Semester Review
- Semester Test



# ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the Arts, a student “performance practicum” is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students’ teachers for approval, and validate their children’s regular participation in the chosen performance practicum.

**COURSE LENGTH:** Two semesters

**MATERIALS:** Free download of Finale Notepad music notation software

**PREREQUISITES:** None

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## SEMESTER ONE

### Unit 1: Introduction to Music Appreciation

Students develop an understanding of basic music vocabulary and apply it to Beethoven’s “Symphony No. 5.” They learn the different branches of musicology, including ethnomusicology and music theory, identify the musical skills and knowledge they already have, and set their personal performance and listening goals for the course.

- Course Overview
- Sound and Hearing
- Music Theory I

### Unit 2: Music of the Primitive and Ancient World

Students learn the historical path of music from the primitive world through Ancient Greece and Rome. They continue their study of music theory, learning how to write melodies and organize compositions around major and minor keys.

- Music of the Primitive World
- Ancient Greek Music
- Ancient Roman Music
- Music Theory II

### Unit 3: Music of the Middle Ages and Renaissance

Students look at the time period from the 6th century, when music was first notated, through the 16th century, when characteristics of modern music began to evolve. Over the course of that millennium, the concept of Western music as we think of it today developed.

- Music of the Middle Ages
- Music of the Renaissance
- Early Notation, Performance, Practices, and Musical Instruments
- Music Theory III

#### Unit 4: Baroque and Classical Music

Students look at music of the Baroque period, including Vivaldi's "Spring" and learn to recognize major Baroque forms, including the concerto and the suite. They trace the development of musical instruments through the Baroque era. They study opera through Mozart's *The Magic Flute*, and look at Music of the Classical period, namely Haydn's "Surprise Symphony." They learn important contributors from these eras.

- Music of the Baroque Period
- Opera
- Music of the Classical Period
- Important People in Music

#### Unit 5: Romantic and 20th-Century Music

Students look at Beethoven's music and how it influenced the composers that would follow in the Romantic period. They see the individuality of style and expression, the passion for the subject matter, and the inspiration found in the other arts. They study two other important composers from the Romantic Period and the 20th Century—Richard Wagner and Igor Stravinsky and learn about the changing importance of conductors in orchestral performances.

- Music of the Romantic Period
- Nationalistic and Patriotic Music
- 20th-Century Music
- Important People in Music

#### Unit 6: Semester Wrap-Up

Students review what they have learned and take the semester exam.

- Review
- Exam

### SEMESTER TWO

#### Unit 1: Jazz Music

Students explore the history of jazz, including some colorful personalities—Louis "Satchmo" Armstrong, Charlie "Bird" Parker, and "Dizzy" Gillespie. They learn about improvisation and collaboration, and how jazz is an indigenous American art form and a truly American way to understand ourselves. They also learn about a close cousin of jazz: American musical theater.

- Jazz up to Cool: 1860–1950
- Jazz from Cool: 1950–Present
- Improvisation
- Musical Theater, Film, and Television

#### Unit 2: Blues, Gospel, Soul, and Motown Music

Students learn about uniquely American art forms—blues, gospel, soul, and Motown music. They learn how different jazz styles borrowed from each other and blended together to create these art forms, and how the musicians who played them influenced American culture.

- The Blues
- Gospel Music
- Soul Music
- Motown





### **Unit 3: Folk, Bluegrass, and Country Music**

Students learn about folk, bluegrass, and country music, which all have roots in the Appalachian Mountain communities of the American South, and share many musical characteristics. They tend to use the same types of instruments, and in many cases they share the same songs.

Students learn about the traditional music in which it's rooted and explore the lives of the people who created it.

- Shared Heritage
- Folk Music
- Bluegrass Music
- Country Music

### **Unit 4: Rock-and-Roll Music**

Students learn the origins, evolution, innovators, and impact of rock-and-roll music on society and culture over the past five decades. Rock-and-roll appeared at a time when American society was poised for change. More than a music style, it became the voice of rebellion and antiestablishment for young people.

- Rock-and-Roll
- Important People in Rock-and-Roll Music
- The Evolution of Rock-and-Roll
- Promoting Music

### **Unit 5: Hip-Hop Music and Culture**

Students learn about hip-hop, which began as an urban art form that directly addressed issues of racism, poverty, drug addiction, and violence. Students learn about hip-hop in the larger context of a cultural movement, which helps explain how it has influenced other musical styles, fashion, political activism, and more. They also investigate various music careers.

- Hip-Hop Music and Culture
- Important People in Hip-Hop
- Other Styles of Music
- Careers in Music

### **Unit 6: Semester Wrap-Up**

Students review what they have learned and take the final exam.

- Review
- Exam



# BUS010: Business Communication and Career Exploration (Elective)

In this course, students explore the ways people communicate in today's business environment. They examine technological advances of the contemporary office and consider future developments. Topics include reviewing communication fundamentals, developing business letters, researching and reporting, and getting a job. Students perfect their written and oral communication skills, evaluate career interests and aptitudes, and learn how to apply for jobs and conduct interviews.

**COURSE LENGTH:** One semester

**MATERIALS:** None

**PREREQUISITES:** None

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## UNIT 1: COMMUNICATION FUNDAMENTALS

### Lesson 1—You and Business Communication

- What is Communication?
- Business Communication in Today's World
- The Communication Process
- Communication Channels
- Barriers to Communication
- Assessments

### Lesson 2—Communicating Grammatically

- The Seven Cs of Business
- Grammar Pre-test
- Unit Evaluation

## UNIT 2: DEVELOPING BUSINESS LETTERS

### Lesson 1—Designing the Document

- The Business Letter
- Letter Formats
- Punctuation Styles
- Preparing the Envelope
- Assessments

### Lesson 2—Types of Business Letters

- Routine Letters
- Persuasive Letters
- Refusal Letters
- Adjustment Letters
- Credit and Collection Letters
- Social-Business Letters
- Assessments

### **Lesson 3—Memos**

- Memo Format
- Special Memos
- Visual Techniques for Memos
- Routing Slips
- Assessments

## **UNIT 3: RESEARCHING AND REPORTING**

### **Lesson 1—Steps to Writing Reports**

- Purpose of Report Writing
- Planning Your Report
- Researching Information
- Gathering Information
- Assessments

### **Lesson 2—Writing Your Report**

- Organizing the Report
- Rough Draft
- Language Tools
- Presentation Tools
- Revising the Report
- Assessments

### **Lesson 3—Formatting the Complete Report**

- Parts of the Final Report
- Other Considerations
- Assessments

## **UNIT 4: ORAL COMMUNICATION**

### **Lesson 1—Speaking and Listening Skills**

- Speaking
- Listening
- Benefits and Drawbacks of Oral Communication
- Telephone Communication
- Participating in Meetings
- Office Grapevine
- Office Confrontations
- Assessments

### **Lesson 2—Planning a Business Presentation**

- Defining Your Purpose and Topic
- Knowing Your Audience
- Using Supporting Material
- Organizing Your Presentation
- Assessments



### **Lesson 3—Presentation Delivery**

- Methods of Delivery
- Visual Aids
- Voice
- Body Language
- Audience Dynamics
- Nervousness
- Practicing
- Assessments

## **UNIT 5: GETTING A JOB**

### **Lesson 1—Career Basics**

- What Are Employers Looking For?
- Why Employers Don't Hire
- Finding a Career
- Assessments

### **• Lesson 2—Selling Yourself: Resume**

- What is a Resume?
- Delivering the Resume
- Writing Guidelines
- Appearance
- Headings
- Checkpoints for Resumes
- Assessments

### **Lesson 3—Writing the Cover Letter**

- What is a Cover Letter?
- Cover Letter Styles
- Writing Your Cover Letter
- Checkpoints for Cover Letters
- Assessments

### **Lesson 4—Interviewing for the Job**

- Why an Interview?
- The Pre-Interview
- The Actual Interview
- The Post-Interview
- Assessments



# BUS020: Business and Personal Relationships (Elective)

Students receive valuable information and guidelines necessary to navigate business and personal relationships in today's global and multiethnic environment. Through a focus on cultural awareness, positive self-concept, leadership, and communication, students examine how public, business, and personal behaviors intersect.

**COURSE LENGTH:** One semester

**MATERIALS:** None

**PREREQUISITES:** None

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## UNIT 1: Introduction

- Importance
- Defining Ethics
- Ethical Behavior
- Defining Etiquette
- What is Protocol?
- Diversity/Relationships
- Change Over Time
- Decisions Making

## UNIT 2: Self-Concept

- Who am I?
- Characteristics
- Family
- Career
- School
- Community
- Perceptions
- Build Strengths

## UNIT 3: Leadership

- Types
- Group Dynamics
- Followership
- Goal-setting
- Decision-making
- Authority
- Consensus Building
- Team-building Skills





#### **UNIT 4: Personal and Social Behavior**

- Image
- Personal Responsibility
- Relationships
- Coping Skills
- Entertainment
- Gift-giving
- Holidays/celebrations
- Dining

#### **UNIT 5: Communication/Listening**

- Characteristics
- Verbal Communication
- Non-verbal Communication
- Questioning
- Listening
- Conflict Resolution
- Empathy
- Building Communication Skills

#### **UNIT 6: Connections**

- Final Project



# BUS030: Personal Finance (Elective)

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects to apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

**COURSE LENGTH:** One semester

**MATERIALS:** None

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## UNIT 1: Making a Spending Decision

- Introduction
- What should I think about?
- What are my options?
- What would I be giving up?
- Which option is best?
- Is there another way to decide which option is best?
- How do others decide?
- How much is enough?
- Can I practice deciding how much is enough?
- What did I learn in this unit?

## UNIT 2: Making a Borrowing Decision

- Introduction
- How can I borrow money?
- What do I need to know about a credit card?
- How do credit cards work?
- How do I get a credit card?
- How do people use their credit cards?
- What do I need to know about a loan?
- How do loans work?
- How do I get a loan?
- What are the advantages and disadvantages of using credit?
- What does credit really cost me?
- Why are interest rates so varied?
- Where can I get credit?
- What do I need to watch out for?
- What did I learn in this unit?

## UNIT 3: Making a Spending Plan

- Introduction
- Why do I need a plan?
- What are the steps for making a spending plan?
- What makes up my financial information?
- How do I prioritize among my expenses?

- Will knowing my priorities help me set goals?
- What kinds of goals should I set?
- How can I plan to reach my goals?
- I have my goals and objectives—what do I do with them?
- Am I ready to make my spending plan?
- What are some common budgeting methods?
- What can I do when my situation changes?
- What did I learn in this unit?

#### **UNIT 4: Making a Career Decision**

- Introduction
- Isn't it too early to think about my career?
- How does my education affect my earnings?
- How does more education cost me?
- Can someone with less education earn more than someone with more education?
- What skills are in high demand?
- What other factors will influence how much I earn?
- What will tomorrow's working world be like?
- What kind of career am I suited for, based on my skills & interests?
- How can I get those careers?
- What did I learn in this unit?

#### **Part 1 Assessment**

#### **UNIT 5: Building and Maintaining Credit**

- Introduction
- What's important in order to get credit?
- Does how I act financially really matter?
- How can I keep a good credit rating?
- Are there different kinds of credit?
- How do credit givers figure out how much interest they charge?
- What happens if I am irresponsible with credit or just can't pay what I owe?
- What did I learn in this unit?

#### **UNIT 6: Understanding Insurance**

- Introduction
- What exactly is insurance?
- Why does insurance exist?
- What kinds of insurance are there?
- How are my risks covered by owning insurance?
- What really happens when I make a claim to my insurance company?
- Is there any way to reduce the amount that insurance costs me?
- How do I go about getting insurance?
- Can I have too much insurance?
- What did I learn in this unit?

## UNIT 7: Understanding the Economy

- Introduction
- What is my standard of living?
- What are forces that can affect my standard of living?
- What economic trends happen in the United States that affect my standard of living?
- How do people tell how the economy is doing?
- Do government actions influence inflation and deflation?
- Can't we just print more money or take some out of circulation?
- What are other ways my standard of living is controlled?
- What can I do to maintain my standard of living?
- What did I learn in this unit?

## UNIT 8: Using Financial Services

- Introduction
- What can a financial institution do for me?
- What kinds of accounts do banks offer?
- Where do I get money to deposit?
- Why would I want a checking account?
- How do I open and start my checking account?
- How do I write checks to get my money?
- What's important to remember when writing checks?
- Are there other ways to get money from my checking account?
- How can I keep track of my checking account?
- How do I balance my checking account?
- Why would I want to save?
- What other services does my financial institution give me?
- What is the relationship between savers, banks and borrowers?
- How do I choose a financial institution?
- What did I learn in this unit?

## UNIT 9: Saving and Investing

- Introduction
- Why do I need to think about saving now?
- What are some guidelines for saving?
- How can a savings plan help me?
- How can my money grow?
- Is investing different than saving?
- How can I invest my money?
- Why would I want to invest my money?
- Isn't it too early to think about retirement?
- What kinds of retirement options do I have?
- What did I learn in this unit?

## Part 2 Assessment



# ENG010: Journalism (Elective)

Students examine the development of journalism, from print to the multimedia environment, while learning how to publish an online newspaper. Students write newspaper-style articles and opinion pieces, and examine careers in multimodal communication. They also consider the historical effects of “yellow” journalism, freedom of the press, and journalism’s contributions to today’s world, with an emphasis on the mutual influence of media and policy.

**COURSE LENGTH:** Two semesters

**MATERIALS:** *Associated Press Stylebook*

**PREREQUISITES:** Success in previous English/language arts course and a teacher/counselor recommendation

## SEMESTER ONE

### MODULE 1: INTRODUCTION TO JOURNALISM

#### Unit 1: Learning the Guidelines of Good Journalism

- **Lesson 1:** Using Guidelines and the Writing Process  
Students will identify and explain the five steps of the news writing process and write a time management plan for submitting work on time for publication deadlines.
- **Lesson 2:** Using Quotations  
Students will write a summary about the events of the last year using attribution, quotations, and paraphrases.
- **Lesson 3:** Validating Sources and Copyrights  
Students will learn the most common reasons for litigation against reporters and publishers, evaluate the credibility of the web sites when reporting, and understand the importance of documenting sources.

#### Unit 2: Learning the Process

- **Lesson 1:** Brainstorming for Ideas and Sources  
Students will compile a list of ten story ideas that would be interesting to a teen audience. For one of these ideas, the student will brainstorm and create three sources.
- **Lesson 2:** Recording Personal Observations, Interviews, and Surveys  
Students will make a list of interesting polls from the past and present.
- **Lesson 3:** Creating Innovative Beginnings  
Students “discover” leads of their own in online publications, classifying them by the types of leads they viewed in “Show Me.”

### MODULE 2: WRITING THE STORY

#### Unit 1: News Writing

- **Lesson 1:** Evaluating the Criteria  
Students will select a news story from an online publication and evaluate it using the criteria.
- **Lesson 2:** Brainstorming Topics  
Students will narrow their choices, select two story ideas, and identify the story angle and three primary and two secondary sources for each.



- **Lesson 3:** Gathering/Organizing Notes  
Students will organize and record their notes and sources.
- **Lesson 4:** Writing the First Draft(s)  
Students will compose their first drafts for each of their stories after which they will revise/edit those for errors before submitting to their teacher and student editor.
- **Lesson 5:** Practice in Copyediting  
Students will score an 80% or better on a quiz that tests these skills.
- **Lesson 6:** Rewriting the Final Drafts  
Student will prepare their final rewrites of their two stories for publishing, observing rules of copyediting and criteria of the feature story.

## Unit 2: Sports Writing

- **Lesson 1:** Evaluating the Criteria  
Students will select a sports story from an online publication and evaluate it using the criteria either for sports news or sports features.
- **Lesson 2:** Brainstorming Topics  
Students will narrow their choices, select two story ideas, and identify the story angle and three primary and two secondary sources for each.
- **Lesson 3:** Gathering/Organizing Notes  
Students will organize and record their notes and sources.
- **Lesson 4:** Writing the First Draft(s)  
Students will compose their first drafts for each of their stories.
- **Lesson 5:** Practice in Copyediting  
Students will score an 80% or better on a quiz that tests these skills.
- **Lesson 6:** Rewriting the Final Drafts  
Student will prepare their final rewrites of their two stories for publishing, observing rules of copyediting and criteria of the sports news or sports feature story.

## Unit 3: Feature Writing

- **Lesson 1:** Evaluating the Criteria  
Students will select a feature story from an online publication and evaluate it using the criteria.
- **Lesson 2:** Brainstorming Topics  
Students will narrow their choices, select two story ideas, and identify the story angle and three primary and two secondary sources for each.
- **Lesson 3:** Gathering/Organizing Notes  
Students will organize and record their notes and sources.
- **Lesson 4:** Writing the First Draft(s)  
Students will compose the lead for each of their stories.



- **Lesson 5:** Practice in Copyediting  
Students will score an 80% or better on a quiz that tests these skills.
- **Lesson 6:** Rewriting the Final Drafts  
Student will prepare their final rewrites of their two stories for publishing, observing rules of copyediting and criteria of the feature story.
- **Semester final**

## SEMESTER TWO

### MODULE 1: ISSUES IN JOURNALISM

#### Unit 1: Evolution in Journalism

- **Lesson 1:** Yellow Journalism  
Students will understand the evolution of competitive journalism, analyze the motives of William Randolph Hearst, and explain how yellow journalism shaped the Spanish-American War.
- **Lesson 2:** Pulitzer Prize  
Students will compare and contrast the methods of William Randolph Hearst and Joseph Pulitzer. Students will also analyze the motives of Joseph Pulitzer and identify the ways Joseph Pulitzer impacted journalism.
- **Lesson 3:** Power of the Media  
Students will define and examine media. Students will identify ways media changed in the 20th century, and they will explain how television affected the habits and opinions of the American family. Students will also learn how new forms of media and the Internet have changed journalism.

#### Unit 2: Journalism in the World Today

- **Lesson 1:** Media and War  
Students will complete a module organizer. Then they will compare and contrast effects of wartime press coverage and evaluate whether particular wartime press coverage was positive or negative. Finally, they will write a short summary analyzing the effect of the media on public opinion about war.
- **Lesson 2:** Media and Politics  
Students will complete a module organizer. They will compare and contrast effects of political press coverage and analyze whether press coverage was positive or negative. Finally, they will write a short summary analyzing the effect of the media on public opinion about political issues.
- **Lesson 3:** Freedom of the Press  
Students will examine the right to freedom of the press ensured by the U.S. Constitution. They will compare American press freedom to that of journalists in other countries and compare and contrast the lack of human rights with the lack of freedom of the press in certain countries. Finally, they will complete a module organizer and write a short summary analyzing the absence of a free press on the human rights of citizens.

## MODULE 2: MORE THAN HEADLINES

### Unit 1: Review Writing

- **Lesson 1:** Evaluating the Criteria  
Students will select a review from an online publication and evaluate it using the criteria.
- **Lesson 2:** Brainstorming Topics  
Students will narrow their choices, select two story ideas, and identify the story angle and three primary and two secondary sources for each.
- **Lesson 3:** Gathering/Organizing Notes  
Students will organize and record their notes and sources.
- **Lesson 4:** Writing the First Draft(s)  
Students will compose the lead for each of their stories.
- **Lesson 5:** Practice in Copyediting  
Students will score an 80% or better on a quiz that tests these skills.
- **Lesson 6:** Rewriting the Final Drafts  
Student will prepare their final rewrites of their two stories for publishing, observing rules of copyediting and criteria of review writing.

### Unit 2: Opinion Writing (Op-eds)

- **Lesson 1:** Evaluating the Criteria  
Students will select an op-ed from an online publication and evaluate it using the criteria.
- **Lesson 2:** Brainstorming Topics  
Students will narrow their choices, select two story ideas, and identify the story angle and three primary and two secondary sources for each.
- **Lesson 3:** Gathering/Organizing Notes  
Students will organize and record their notes and sources.
- **Lesson 4:** Writing the First Draft(s)  
Students will compose the lead for each of their stories.
- **Lesson 5:** Practice in Copyediting  
Students will score an 80% or better on a quiz that tests these skills.
- **Lesson 6:** Rewriting the Final Drafts  
Student will prepare their final rewrites of their two stories for publishing, observing rules of copyediting and criteria of opinion writing.

### Unit 3: Copy and Design

- **Lesson 1:** The Role of the Editor  
Students will compile their own personal list of objectives and responsibilities for the editor position they will assume for this module.



- **Lesson 2: Planning the Issue**  
Students will examine the News Beat for story ideas posted by writers and respond in Discussion with suggestions for focus or angles, possible themes, sources, and images.
- **Lesson 3: Media Design and Images**  
Students will complete a module organizer for their writers' stories, including the story ideas, angles, possible headlines, and images.
- **Lesson 4: Practice in Copyediting**  
Students will score an 80% or better on a quiz that tests these skills.
- **Lesson 5: Providing Feedback**  
Student will practice copyediting a story and submit to the teacher for feedback before serving as editor for a student writer.
- **Lesson 6: Setting Up the Paper**  
Students will perform some duties required of publishing the newspaper.

### MODULE 3: REVIEW

#### Unit 1: Assessments

- **Lesson 1: Your Semester Journal**  
Students will format and cull their journal entries, adding or revising responses to meet the criteria of the assignment.
- **Lesson 2: Semester Exam Review**  
Students will assemble and organize their notes for study and use on the semester exam.



# HST010: Anthropology (Elective)

Anthropology is the study of human beings and their social, environmental, and cultural relationships over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lens of family, land, death, identity, and power to explore the similarities and differences of cultural roles in various times and places.

**COURSE LENGTH:** One semester

**MATERIALS:** None

**PREREQUISITES:** HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

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## UNIT 1: CULTURE AND THE FAMILY

### Lesson 1: Families

**Topic 1:** Tool 1: Two Types of Kinship—Biological and Legal

**Topic 2:** Tool 2: Three Elements of Kinship Diagrams—Symbols, Family Members, and Relationships

**Topic 3:** Tool 3: The Jobs and Chores of Family Members

**Topic 4:** Tool 4: Home and Family

#### Lesson Activities:

- 3 Self-Check Activities

#### Lesson Discussion:

- Topic: Identify and Discuss Similarities Between Real and Fictional Families
- Topic: Identify and Discuss Differences Between Real and Fictional Families
- Topic: Compare and Discuss the Members, Homes, Responsibilities, and Relationships of Different Families

#### Lesson Assignments and Assessments:

- Notebook: Complete an Analysis of Self, Family, Family Member Roles, Home, and Family Relationships
- Notebook: Create and Describe a Kinship Diagram Representing a Family
- Unit 1, Lesson 1 Quiz

### Lesson 2: Families in Other Nations and Cultures

**Topic 1:** The History, Environment, Culture, and Family Life of the Lakota Indians

**Topic 2:** The History, Environment, Culture, and Family Life of the Yaqui Indians

**Topic 3:** The History, Environment, Culture, and Family Life of the Thai's

#### Lesson Activities:

- 3 Self-Check Activities



### Lesson Assignments and Assessments:

- Notebook: Read an Excerpt of *Speaking of Indians* by Ella Deloria; Examine Lakota Families
- Notebook: Read an Excerpt of an Autobiography by Rosalio Moisés; Examine Yaqui Families
- Notebook: Read an Excerpt of *My Boyhood in Siam* by Kumut Chandruang; Examine Thai Families
- Unit 1, Lesson 2 Quiz

### Unit Assignments and Assessments:

- Project (Option 1): Write an Essay Comparing and Contrasting Lakota, Yaqui, and Thai Families
- Project (Option 2): Write an Essay Describing an Imaginary Visit by One of Three Storywriters
- Project (Option 3): Write an Essay Describing a Visit to One of Three Storywriters From Another Perspective

## UNIT 2: DEATH—A UNIVERSAL EXPERIENCE

### Lesson 1: The Community and Cultural Affects of Death

**Topic 1:** Tool 1: The Circumstances of Death—The Age of Death, Place of Death, and Type of Death

**Topic 2:** Tool 2: The Cultural Importance of Death—The Identity of the Deceased

**Topic 3:** Tool 3: The Customs of Death—Mortuary Events and Ceremonies

**Topic 4:** Tool 4: The Material Evidence of Death—Burial Containers and Permanent Storage Facilities

### Lesson Activities:

- 3 Self-Check Activities

### Lesson Discussion:

- Topic: Discuss the Affects of Death on Culture and Community
- Topic: Discuss the Impact of Death and the Various Ways That People Cope With It
- Topic: Analyze and Discuss the Burial Containers and Storage Facilities Used by a Culture or Community
- Topic: Analyze and Discuss the Events and Ceremonies Surrounding Death in a Culture or Community

### Lesson Assignments and Assessments:

- Notebook: Write Details of a Deceased Person's Life and Death and Its Impact on Their Culture and Community
- Notebook: Describe the Events and Ceremonies Surrounding a Person's Death
- Notebook: Record Details About the Burial Containers and Storage Facilities Chosen for a Deceased Person
- Unit 2, Lesson 1 Quiz

### Lesson 2: Death in Other Nations and Cultures

**Topic 1:** The History, Environment, and Culture of the Dinkas

**Topic 2:** The History, Environment, and Culture of the Yup'ik Eskimos

**Topic 3:** The History, Environment, and Culture of the Mesquakie's

### Lesson Activities:

- 3 Self-Check Activities



### **Lesson Assignments and Assessments:**

- Notebook: Read About and Analyze Death in an Excerpt of *The Dinka of Sudan* by Francis Mading Deng
- Notebook: Read About and Analyze Death in an Excerpt of *Death—A Part of Life* by Lucy Nuqarrluk Daniels
- Notebook: Read About and Analyze Death in an Excerpt of *Full Circle Among the Fox* by James Axtell

### **Unit Assignments and Assessments:**

- Project (Option 1): Write an Essay Comparing the Death Customs of the Mesquakie's to Another Culture
- Project (Option 2): Write an Essay/Personal Reflection About the Mortuary Customs of the Yup'iks
- Project (Option 3): Write an Essay Describing Dinkan Mortuary Customs From a Mesquakie Perspective

## **UNIT 3: LAND**

### **Lesson 1: Personal Places**

**Topic 1:** Tool 1: Factors Affecting Place—Size, Appearance, Artifacts, People, and Activities

**Topic 2:** Tool 2: The Value and Meanings of Place

**Topic 3:** Tool 3: The Differing Perspectives of Place

### **Lesson Activities:**

- 3 Self-Check Activities

### **Lesson Discussion:**

- Topic: Share With Others the Connection to a Favorite Place
- Topic: Describe Other Perceptions of Selected Places
- Topic: Analyze Varying Perspectives of a Similar Place

### **Lesson Assignments and Assessments:**

- Notebook: Write a Personal Reflection About Places
- Notebook: Describe a Favorite Place and Its Personal Importance
- Unit 3, Lesson 1 Quiz

### **Lesson 2: The Personal Places of Other Cultures**

**Topic 1:** The History, Environment, and Culture of the Cherokee Indians in America

**Topic 2:** The History, Environment, and Culture of the Kikuyu in Africa

**Topic 3:** The History, Environment, and Culture of the Cubans

### **Lesson Activities:**

- 3 Self-Check Activities

### Lesson Assignments and Assessments:

- Notebook: Analyze Differing Indian and American Points of View About the Importance of Land
- Notebook: Assess the Significance of the Places Mentioned in *My People, the Kikuyu* by R. Mugo Gatheru
- Notebook: Examine One Cuban's Perception of Special Places in Next Year in Cuba by Gustavo Perez-Firmat

### Unit Assignments and Assessments:

- Project (Option 1): Write an Essay Comparing 19th Cherokee and 20<sup>th</sup> Century Cuban Homelands
- Project (Option 2): Write an Essay Describing an Imaginary Visit by One of Three Storywriters
- Project (Option 3): Write an Essay Describing an Imaginary Trip to 1920's Kenya

## UNIT 4: IDENTITY

### Lesson 1: The Creation and Shaping of Identity

**Topic 1:** Tool 1: Twenty Personal and Cultural Foundations of Identity

**Topic 2:** Tool 2: Eight Ways to Establish Identity

**Topic 3:** Tool 3: Five Circumstances that Result in Identity Change

### Lesson Activities:

- 3 Self-Check Activities

### Lesson Discussion:

- Topic: Analyze and Discuss Important Foundations of Identity
- Topic: Analyze and Discuss Important Foundations of Identity From a Future Perspective
- Topic: Analyze and Discuss Personal and Cultural Foundations of Identity From Another's Perspective

### Lesson Assignments and Assessments:

- Notebook: Identify Several Personal Factors That Make Up Identity; Create an Identity Pie Chart
- Notebook: Examine Five Different Factors of Personal Identity; Complete a Table
- Unit 4, Lesson 1 Quiz

### Lesson 2: The Creation and Shaping of Identity in Other Cultures

**Topic 1:** The History, Culture, and Present Day Status of the Tongans

**Topic 2:** The History, Culture, and Present Day Status of the Tlingits in Alaska

**Topic 3:** The History, Culture, and Present Day Status of Colonial India

### Lesson Activities:

- 3 Self-Check Activities



### Lesson Assignments and Assessments:

- Notebook: Examine the Identity of a Character From *Malo Tupou: An Oral History* by Tupou Posesi Fanua
- Notebook: Analyze the Influence of Culture on Identity in *The Coming of the White Man* by George R. Betts
- Notebook: Examine the Life and Identity of Ghandi in *The Story of My Experiments With Truth* by Ghandi

### Unit Assignments and Assessments:

- Project (Option 1): Write an Essay Comparing the Raising of a Tongan Girl to That of a Present Day Teenager
- Project (Option 2): Write an Essay Outlining a Plan for Changing Your Identity
- Project (Option 3): Write an Essay Describing a Present Day Visit by an 18<sup>th</sup> Century Tlingit Man

### COURSE ASSIGNMENTS, ASSESSMENTS, AND DISCUSSION:

- Final Project: Write an Extended Essay Using One of Four Cultural Roots to Explain a Modern Day Conflict
- Final Discussion Topic: Analyze and Discuss Findings About the Role of Culture in Conflict



# HST020: Psychology (Elective)

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

**COURSE LENGTH:** One semester

**MATERIALS:** None

**PREREQUISITES:** SCI202 or SCI203: Biology or equivalent

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## UNIT 1: UNDERSTANDING AGGRESSIVE BEHAVIOR

### Road Rage

- What is road rage?
- What psychological approaches could be used to explain road rage?
- How bad is the road rage problem in the United States?
- What may be some of the causes of road rage?
- How do the theories of emotion explain road rage?
- How do social influences affect responses to aggressive behaviors?
- How do peoples' personal beliefs affect their willingness to help others who are in trouble?
- Do some people just have a more helping nature or personality?

### Aggression and Sports

- What is aggression?
- How do psychologists explain aggression?
- Does the brain have a "violence center?"
- What are the psychological connections between frustration and aggression?
- Why is aggression considered a positive force in so many sports?
- How do you explain a fight breaking out among the spectators in the stands?
- Does weather have an impact on aggression?
- What is the influence of television and other media on aggression?
- Is there any relationship between sexual aggression and media productions?
- Do crowded conditions affect aggression?
- Is there any way to reduce the amount of aggression in society?

## UNIT 2: UNDERSTANDING ADDICTIVE BEHAVIOR

### Substance Addiction

- How do different substances create their effects?
- What common drugs are depressants and stimulants?
- What are the signs and stages of substance addiction?
- What is the difference between physical dependence and psychological dependence?
- What kinds of processes are available to overcome substance addictions?
- How does a person's mental/physical state or expectations affect his/her reaction to different substances?
- What are some of the trends in substance addiction in high school students?



- What are the social roots of substance addiction?
- Are some people more prone to substance addiction than others?

### **Behavioral Addiction**

- At what point is someone considered “hooked on” or dependent on Internet use?
- What are the patterns of Internet use that lead to Internet addiction, and what can be done to avoid dependency?
- What are some of the things Internet dependent people do while on-line?
- How does psychology explain Internet addiction?
- What psychological needs does the Internet satisfy for those who become addicted to it?
- Based on evidence from earlier research, what psychological problems are associated with heavy Internet use?
- How is Internet addiction similar to other addictive behaviors, such as gambling?
- How does the body deal with the stress of something like Internet addiction compared to other types of stress?
- Can computer games provide a healthy outlet for aggression and relief from stress?

## **UNIT 3: HOW WE REMEMBER**

### **False Memory**

- What are false memories? Can we “remember” something that never happened?
- What do different types of therapists say about recovered or repressed memories?
- Can repressed or recovered memories cause later problems, like depression?
- How can we research the likelihood of false memories?
- How can researchers tell the difference between real and false memories?
- How should I react to individuals who claim to recover memory?

### **Eyewitness Testimony**

- Do researchers know why we remember some things and forget others?
- How are memories stored in the brain?
- Why can’t we remember everything that happened when we were kids?
- How do factors like stress, sleep, mood and drugs affect memory?
- How can we test our memory to see if it is normal?
- How accurate is eyewitness testimony?
- What factors affect what we remember?
- What are the best ways to study and retain information?
- Does culture have any effect on how we remember?

## **UNIT 4: HOW WE RELATE TO EACH OTHER**

### **Racism**

- What is the difference between prejudice and discrimination?
- What is racism?
- How are racist attitudes formed?
- Is racial prejudice diminishing in the United States today?
- What are the differences between culture, ethnicity and national origin?
- Is there really a difference between western and eastern cultures?
- What is “modern racism?”
- What are the chances that racism will change in the near future?



### **Sexism**

- What is sexism?
- What role does language play in differing attitudes toward males and females?
- What is the “glass ceiling?”
- How does U.S. culture perpetuate gender stereotypes?
- What factors have contributed to improving conditions for women?
- What is ageism?
- What sorts of changes take place as people age?
- What is the double standard of aging?

## **UNIT 5: HOW WE FEEL ABOUT OURSELVES**

### **Eating Disorders**

- What are the different types of eating disorders?
- What do psychologists think causes eating disorders? Am I at risk?
- What causes people to be hungry and eat (or not eat)?
- Are there differences in the way women and men view body shape that may contribute to more females than males having eating disorders?
- Do similar numbers of people suffer from eating disorders all around the world, or does culture have an influence?
- Are eating disorders treatable?
- What should I do if I’m worried about or suspect an eating disorder in myself or in someone I know?

### **Teen Depression**

- More than 10% of teens suffer from depression severe enough to require treatment.
- Nearly 65% of teens report feeling deep depression and a sense of hopelessness periodically.
- More than 45% of teens report trouble with coping with stress at home or school.
- Nearly 35% of teens have contemplated suicide.
- Nearly 15% of teens have attempted suicide.
- Suicide is the second leading cause of death for the 15- to 19-year-old age group—three times the rate of just 20 years ago.

### **Scientific Method**



# HST030: Macroeconomics (Elective)

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

**COURSE LENGTH:** One semester

**MATERIALS:** None

**PREREQUISITES:** Success in previous math/social studies course and a teacher/counselor recommendation

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## UNIT 1: AN INTRODUCTION TO ECONOMICS AND MACROECONOMICS

### Lesson 1: The Six Social Goals of an Economy

**Topic 1:** An Introduction to Economics and Three Questions for Resolving Economic Issues

**Topic 2:** An Introduction to Six Social Economic Goals

**Topic 3:** Social Goal #1–Economic Freedom

**Topic 4:** Social Goal #2–Economic Efficiency

**Topic 5:** Social Goal #3–Economic Equity

**Topic 6:** Social Goal #4–Economic Security

**Topic 7:** Social Goal #5–Economic Stability

**Topic 8:** Social Goal #6–Economic Growth

#### Lesson Activities:

- 6 Self-Check Activities
- 1 Survey Activity
- 1 Lesson Summary and Vocabulary Review

#### Lesson Discussion:

- Topic: Analyze and Discuss Your Own Economic Freedoms as a Consumer, Worker, Producer, or Saver
- Topic: Analyze a Recent Opportunity in Terms of Cost and Benefits; Discuss Its Economic Efficiency
- Topic: Analyze and Discuss the Salaries of Professional Athletes in Terms of Economic Equity
- Topic: Discuss Ways in Which Families Work to Enhance Their Own Economic Security
- Topic: Analyze and Discuss the Positive and Negative Life Changes Created by an Unstable Economy
- Topic: Evaluate Recent Economic Growth and Discuss Its Impact in Terms of Personal Accomplishments

#### Lesson Assignments and Assessments:

- Notebook: Interpret the Results of a Social Goals Survey; Suggest Improvements for Economic Performance
- Lesson 1 Quiz



## **Lesson 2: The Circular Flow Model of Economic Activity**

**Topic 1:** Specialization and Interdependence

**Topic 2:** Understanding Economic Relationships Using the Circular Flow Model

**Topic 3:** The Impact of Savings on Our Financial System

**Topic 4:** The Role of Money in an Economy

### **Lesson Activities:**

- 3 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

### **Lesson Discussion:**

- Topic: Examine the Various Products American Consumers Buy and Identify Their Country of Origin

### **Lesson Assignments and Assessments:**

- Notebook: Evaluate Two Given Scenarios in Terms of Their Impact on the Economy
- Lesson 2 Quiz

## **Lesson 3: Macroeconomics**

**Topic 1:** A Definition of Macroeconomics

**Topic 2:** Distinguishing Between Micro- and Macro-Economics

**Topic 3:** Macro-Economics in the News

### **Lesson Activities:**

- 3 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

### **Lesson Assignments and Assessments:**

- Notebook: Analyze, Explain, Summarize, and Apply an Informational Article About Macroeconomics
- Lesson 3 Quiz

### **Unit Assignments and Assessments:**

- Unit 1 Exam

## **UNIT 2: ECONOMIC ACTIVITY**

### **Lesson 1: The Gross Domestic Product (GDP)**

**Topic 1:** Measuring Economic Activity Using the Gross Domestic Product (GDP)

**Topic 2:** Understanding, Exemplifying, and Calculating the Gross Domestic Product

**Topic 3:** Applying the Expenditures Approach to the Gross Domestic Product

**Topic 4:** Applying the Income Approach to the Gross Domestic Product

**Topic 5:** Differentiating the Current Dollar GDP From the Real GDP

### **Lesson Activities:**

- 3 Self-Check Activity
- 1 Lesson Summary and Vocabulary Review

### **Lesson Discussion:**

- Topic: Explain and Respond to the Concept of International Trade

### **Lesson Assignments and Assessments:**

- Notebook: Compare the Approaches Used to Calculate the GDP and Explain the Importance of Real GDP
- Lesson 1 Quiz

### **Lesson 2: Economic Growth**

**Topic 1:** Factors Affecting Economic Growth

**Topic 2:** Measuring the Rate of Economic Growth

**Topic 3:** Real Gross Domestic Product per Capita

**Topic 4:** The Impact of Historical Events on the Real Gross Domestic Product

**Topic 5:** Five Sources of Economic Growth—Land, Labor, Capital, Research, and Development

### **Lesson Activities:**

- 2 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

### **Lesson Discussion:**

- Topic: Discuss Information Taken From Articles About Economic Growth and Make Future Predictions

### **Lesson Assignments and Assessments:**

- Notebook (Option 1): Prepare a Persuasive Speech About the Value of Economic Growth
- Notebook (Option 2): Write an Essay Discussing Economic Growth, Its History, and Factors That Affect It
- Lesson 2 Quiz

### **Lesson 3: The AD/AS Model of Economics**

**Topic 1:** The Components of Aggregate Supply and Aggregate Demand

**Topic 2:** Comparing and Contrasting Aggregate Supply and Aggregate Demand

**Topic 3:** The Aggregate Demand Curve

**Topic 4:** The Aggregate Supply Curve

**Topic 5:** Factors That Increase or Decrease Aggregate Supply and Demand

**Topic 6:** Economic Equilibrium



**Lesson Activities:**

- 2 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Discuss the Impact of the Asian Currency Crisis on the U.S. Economy

**Lesson Assignments and Assessments:**

- Notebook: Research and Explain the Impact of Aggregate Supply and Demand on Economic Equilibrium
- Lesson 3 Quiz

**Unit Assignments and Assessments:**

- Unit 2 Exam

## UNIT 3: UNEMPLOYMENT AND THE ECONOMY

### Lesson 1: Unemployment

**Topic 1:** Four Types of Unemployment—Frictional, Structural, Seasonal, and Cyclical

**Topic 2:** The Negative Effects of Unemployment—Income, Output, Social, and Economic

**Lesson Activities:**

- 1 Self-Check Activity
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Defend or Refute the Use of Sweatshops for Purposes of Production

**Lesson Assignments and Assessments:**

- Notebook: Describe and Evaluate the Economic and Social Consequences of Unemployment
- Lesson 1 Quiz

### Lesson 2: Measuring Unemployment

**Topic 1:** Unemployment and the Labor Force

**Topic 2:** Hidden Unemployment and Reality of Unemployment Statistics

**Topic 3:** The Unemployment Rate

**Topic 4:** The Impact of Economic Recession on Unemployment

**Topic 5:** The Natural Rate of Unemployment

**Lesson Activities:**

- 2 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Compare the Unemployment Rates of Towns and States to That of the Entire Nation
- Topic: Discuss the Impact the Natural Rate of Unemployment Has on Different Countries' Economies

**Lesson Assignments and Assessments:**

- Lesson 2 Quiz

**Unit Assignments and Assessments:**

- Unit 3 Exam

## UNIT 4: INFLATION

### Lesson 1: What Is Inflation?

**Topic 1:** A Definition of Inflation

**Topic 2:** Three Basic Types of Inflation–Demand Pull, Cost Push, and Monetary

**Topic 3:** The Benefits and Consequences of Inflation

**Lesson Activities:**

- 3 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Analyze the Relationship Between Money Supply and Inflation in Post-Communist Countries

**Lesson Assignments and Assessments:**

- Notebook: Examine and Calculate the Impact That Inflation Has on Loaned Money
- Lesson 1 Quiz

### Lesson 2: Price Level Indices

**Topic 1:** The Use and Creation of Price Indices

**Topic 2:** The Effect of Real Spending on Cost of Living Increases

**Topic 3:** The Application of the Consumer Price Index (CPI)

**Lesson Activities:**

- 3 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Analyze a Student-Based CPI and Its Impact on the Purchasing Power of Consumers
- Topic: Examine the Relationship Between U.S. and Other Economies in Terms of Borrowing and Investing

**Lesson Assignments and Assessments:**

- Notebook: Complete a Price Index and Calculate Real Spending to Determine the Impact of Inflation
- Lesson 2 Quiz

**Lesson 3: Measuring Changes in Price Level**

**Topic 1:** The Consumer Price Index–Calculation, Uses, Strengths, and Weaknesses

**Topic 2:** The Producer Price Index–Calculation, Uses, Strengths, and Weaknesses

**Topic 3:** The GDP Price Deflator–Calculation, Uses, Strengths, and Weaknesses

**Lesson Activities:**

- 5 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Evaluate the Usefulness of a Global Price Index in Terms of Business and Economic Transactions

**Lesson Assignments and Assessments:**

- Notebook: Examine Information From Price Indices for Given Years; Determine Levels and Impact of Inflation
- Lesson 3 Quiz

**Unit Assignments and Assessments:**

- Unit 4 Exam

**UNIT 5: GOVERNMENT POLICY AND MACROECONOMICS****Lesson 1: Fiscal Policy**

**Topic 1:** Two Types of Fiscal Policy–Contractionary and Expansionary

**Topic 2:** John Keynes Theory of Economics–The Keynesian Theory

**Topic 3:** The National Debt and Economic Stability

**Topic 4:** Two Types of Automatic Stabilizers–Taxes and Transfer Payments

**Topic 5:** Two Approaches to Discretionary Fiscal Policy–Demand Side and Supply Side

**Topic 6:** Fiscal Policies, Economic Conditions, and the Pursuit of Economic Equilibrium–Putting It All Together

**Lesson Activities:**

- 3 Self-Check Activities
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Discuss Relationships Between Inflation/Savings Rates, The Debt to GDP Ratio, and a Nation's Debt

**Lesson Assignments and Assessments:**

- Notebook: Summarize an Article About a Fiscal Policy; Assess the Policy's Economical Impact
- Lesson 1 Quiz

**Lesson 2: Monetary Policy**

**Topic 1:** Money, Money Supply, and the Economy

**Topic 2:** Three Tools for Controlling Money Supply–Required Reserves, Discount Rates, and Open Market Operations

**Lesson Activities:**

- 1 Self-Check Activity
- 1 Lesson Summary and Vocabulary Review

**Lesson Discussion:**

- Topic: Compare the Medium of Exchange Value in the U.S. to That in Other Countries

**Lesson Assignments and Assessments:**

- Notebook: Summarize an Article About a Monetary Policy; Assess the Policy's Economical Impact
- Lesson 2 Quiz

**Lesson 3: Evaluating Fiscal and Monetary Policies**

**Topic 1:** The Similarities, Differences, Strengths, and Limitations of Fiscal and Monetary Policies

**Lesson Activities:**

- 1 Web-Based Activity–The Presidential Game

**Lesson Discussion:**

- Topic: Examine Economic Policies and Strategies From a Presidential Point of View
- Topic: Discuss the Impact of Exchange Rates on International Trade and the Economy

**Lesson Assignments and Assessments:**

- Notebook: Explain the Factors That Influence the President's Decisions About Fiscal and Monetary Policy
- Lesson 3 Quiz

**Unit Assignments and Assessments:**

- Unit 5 Exam

**Course Assignments and Assessments:**

- Final Exam



# SCI010: Environmental Science (Elective)

This course provides an overview of the nature of ecosystems, energy flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Specific topics include scientific habits of the mind; the application of scientific knowledge, methodology, and historical context to solve problems; the use of laboratory technologies; earth dynamics; the influence of technology on environmental quality; conservation practices; biodiversity; environmental planning and waste management; environmental monitoring and policy; sustainable use of public land; characteristics of populations; biotic and abiotic environmental factors; and energy production technologies.

**COURSE LENGTH:** Two semesters

**MATERIALS:** Common household materials for labs

**PREREQUISITES:** Success in previous high school science course and a teacher/counselor recommendation

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## MODULE 1: IN THE BEGINNING

### Unit 1: Learning the Basics

#### Lesson 1: Identifying Main Environmental Factors

Students will consider what makes up the environment, learn the main factors that are needed to understand the environment in a logical manner, and realize the importance of the human factor on the environment.

#### Lesson 2: The Scientific Method

Students will learn one method of scientific problem solving, discover the steps of the scientific method, and experiment with the scientific method.

#### Lesson 3: Environmental Specialists

Students will learn about the many types of specific specialists and identify which scientists work in various environments.

#### Lesson 4: Observation and Record Keeping - Past and Present

Students will explore how different civilizations have recorded the environments around them through the centuries, learn how environmental scientists record their observations, and discover ways that they can record information about the environment.

#### Lesson 5: Historic Environmental Accidents and Scientific Methods

Students will discover the challenges scientists face when emergencies occur and realize the effects of accidental contamination on the environment.

### Unit 2: Starting Off Small

#### Lesson 1: Biotic versus Abiotic

Students will define and differentiate abiotic and biotic and learn the basic differences between biotic and abiotic objects.

#### Lesson 2: Earth Divisions

Students will study the divisions of the Earth and their locations, and see how each division contributes to the environment.





### **Lesson 3: Hierarchy of Biology**

Students will discover the way life is organized from the tiniest parts of an organism to the largest forms of life and explore the importance of listing and classifying organisms.

## **Unit 3: Group Behavior**

### **Lesson 1: Population versus Community**

Students will gain a better understanding of the differences between population and community, and learn the names of various groups of animals.

### **Lesson 2: Biodiversity**

Students will explore how life forms adapt to their surroundings, discover how diverse organisms can be, and learn about Charles Darwin and his theory of natural selection.

## **MODULE 2: CHANGES IN THE EARTH'S PROCESSES**

### **Unit 1: Pollution and Environmental Invaders**

#### **Lesson 1: Domestic vs. Wild**

Students will explore the differences between domestic and wild plants and animals, discover how domestication has improved the way humans live, and consider the concept of selective breeding.

#### **Lesson 2: Environmental Invaders**

Students will learn about the delicate balance between organisms and their surroundings, consider the introduction of new life forms in America and how they affect the already existing populations, and explore the ways of controlling the effects of new organisms in a community.

#### **Lesson 3: The Water Cycles**

Students will discover the stages of the water cycle and explore how water and the various stages of the water cycle impact everyday life.

#### **Lesson 4: Acid Rain**

Students will learn where acid rain comes from, discover how acid rain affects the environment, and consider ways to prevent acid rain in the future.

#### **Lesson 5: Ground Water Pollution**

Students will examine sources of ground pollution, explore the importance of ground water and fresh water, and consider how the water we drink is affected by pollution.

### **Unit 2: The Carbon Cycle**

#### **Lesson 1: The Carbon Cycle**

Students will learn about the carbon cycle – how carbon is circulated through the environment, discover how carbon relates to people, plants, and animals, and explore the processes in plants and animals that use carbon.

#### **Lesson 2: The “Greenhouse Effect” And Global Warming**

Students will gain a better understanding of how the carbon cycle is affected by pollution, discover the role carbon plays in both good and harmful processes on Earth, and consider the concepts of global warming and the “greenhouse effect.”

**Lesson 3: Air Pollution**

Students will explore how air pollution is affecting every part of the globe, discover the main air pollution issues, and consider ways to improve air quality.

**Unit 3: The Food Chain****Lesson 1: The Food Chain**

Students will learn about the food chain, discover how nature dictates food choices, and understand the importance of the food chain.

**Lesson 2: Food Chain Pollution**

Students will discover how the food chain is affected by pollution, examine the difficulties of repairing damage to the food chain, and realize how invader species can affect the food chain.

**MODULE 3: BECOME AN ACTIVIST!****Unit 1: The Government****Lesson 1: Policies and Agencies**

Students will learn about the departments and agencies that the United States has established to monitor specific issues in the environment, and discover how the different agencies overlap focus on issues and work together to find solutions to problems in the environment.

**Lesson 2: Recent Policy Changes and Energy Issues**

Students will explore the government's new energy legislation and what it means for individuals and companies, consider the supply and demand of energy, and discover the advantages and disadvantages of the new laws.

**Lesson 3: Local Environmental Agencies**

Students will learn about the Environmental Protection Agency and how it works to make the environment clean and safe, explore the laws that the EPA has developed to prevent further harm to the environment, and discover how local government works with the EPA to regulate pollution in cities and towns.

**Lesson 4: International Environmental Concerns**

Students will discover environmental problems that affect the planet and its species, explore how deforestation creates even greater problems with global warming, and consider the efforts some make to clean up the environment and the lack of effort by others.

**Unit 2: Them and Us****Lesson 1: Environmental Groups and Regulatory Violations**

Students will discover various environmental groups that work to improve the environment and explore how environmental groups take different approaches to pollution and its control.

**Lesson 2: Planning Conservation**

Students will discover the ways people are saving energy in their homes and consider how older homes can be more energy efficient.



### **Unit 3: Waste Not, Want Not**

#### **Lesson 1: Waste Management**

Students will learn about the entire process of waste management and explore the different classes of waste processing.

#### **Lesson 2: Composting**

Students will learn about the process of composting biodegradable materials and discover the benefits of composting and how it can help reduce waste in landfills.

#### **Lesson 3: Space Waste**

Students will discover the growing problems faced by waste in space, realize the damage space waste can cause, and explore methods of cleaning up space waste.

### **Unit 4: Beep! Beep!**

#### **Lesson 1: Transportation Challenges**

Students will discover the importance of the trucking industry, consider ways to make trucking transportation safer, and learn about the laws that govern the trucking industry.

## **MODULE 4: THIS LAND IS YOUR LAND**

### **Unit 1: Zap!**

#### **Lesson 1: Standard Electric Energy Production Methods**

Students will discover the basic theory of generating electricity, explore different ways to generate electricity, and consider ways power plants can harm the environment.

#### **Lesson 2: New Energy Production Methods**

Students will explore new designs for safely producing power and discover how energy sources are harnessed to produce power.

#### **Lesson 3: Fuel Production and Transport Problems**

Students will discover the basic steps of oil production and explore the ways the environment may be affected by oil drilling.

### **Unit 2: Old McDonald Had a Farm...E-I-E-I-O!**

#### **Lesson 1: United States Agriculture**

Students will explore the world's need for farmers, discover the many diverse crops grown in the United States, understand why farmland is being sold and developed into new homes and businesses, and consider the need to preserve our nation's farmlands.

#### **Lesson 2: Modern Agriculture and New Technology**

Students will learn about new technology in agriculture, discover how these technologies are helping and hurting today's farmers, and explore what can be done to help American farmers keep their land.

#### **Lesson 3: Less Pesticides and More IPM**

Students will discover integrated pest management techniques and explore how using IPM can help save crops in an environmentally-friendly way.



### **Unit 3: Not Just a Sheep That Resembles David Letterman**

#### **Lesson 1:** Genetically Modified Organisms (GMOs)

Students will compare and consider the pros and cons of genetically altering foods, discover how GMOs are helping to improve the products we buy, and explore ways GMOs are helping doctors cure diseases.

#### **Lesson 2:** Grazing and Public Land Management

Students will learn about how the Bureau of Land Management regulates land under its control, explore the reintroduction of wild species into national parks and the impact it has on the existing species, and discover the Acts of Congress that protect federal land and the animals living there.

### **Unit 4: A Corny Way of Fueling Your Monster Truck**

#### **Lesson 1:** New Environmental Uses of Corn

Students will discover why corn is the most important crop in the United States and across the globe, explore the many uses of corn from food to blankets, and learn about a more efficient fuel made from corn.

#### **Lesson 2:** It's All Up to You!

Students will review the keywords from this course, recap the main ideas of this course, and consider their role in protecting and preserving the Earth.



# OTH010: Skills for Health

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

**COURSE LENGTH:** One semester

**MATERIALS:** None

**PREREQUISITES:** None

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## Unit 1: Building Skills for Health

Students consider three basic questions: What is health? How do your top health concerns compare with the top 10 health issues in the United States today? What are the most important skills you can learn to protect your health for the rest of your life?

- What Is Health?
- Building Skills for Health

## Unit 2: Thoughts and Feelings

Students learn and practice new health skills that are critical to mental and emotional health—how to communicate thoughts and feelings to others in a healthy way and how to manage stress. Students find information about the types of mental health problems teens can experience, and how to get help for themselves or a friend.

- Mirror, Mirror on the Wall
- Effective Communication
- Managing Stress
- Support for Mental and Emotional Problems

## Unit 3: Nutrition

Students learn all about nutrition, probing the relationship between what you eat and your physical well-being. Weight management and food safety issues are also covered.

- Why Eat Healthfully?
- Think Before You Swallow
- Managing Your Weight
- Food Safety

## Unit 4: Physical Activity

Today, more than 35 percent of teens do not participate in regular, vigorous physical activity. Students learn the importance of participating in physical activity and developing lifelong habits.

- Why Is Physical Activity Important?
- What Is Physical Fitness?
- Being Physically Active
- Physically Active, Injury Free, and Quackproof





### **Unit 5: Alcohol, Tobacco, and Other Drugs**

Students learn about alcohol, tobacco, and other drugs, and the health dangers they represent. They also learn how to resist peer pressure.

- Alcohol
- Tobacco
- Other Drugs
- Take a Stand, Make a Difference

### **Unit 6: Injury Prevention and Safety**

Students explore a variety of injuries and their outcomes. They learn prevention techniques, strategies for reducing the risk of being injured, and first-aid skills for emergencies.

- Injuries and Taking Risks
- Be Safe, Think Safe
- Preventing Violence
- Save a Life or a Limb

### **Unit 7: Social and Sexual Health**

This unit sensitively addresses human sexuality. It is intended to be discussed with family members, as the topic is dependent not only on biology but also on a family's values and traditions.

- Relationships
- The Reproductive Systems, Pregnancy, and Birth
- Making Decisions about Sex
- Preventing Pregnancy

### **Unit 8: Personal, Community, and Environmental Health**

Students are introduced to key terms and concepts related to the causes of diseases and disorders. They look at community health issues and resources, and the impact the environment has on health, and what students can do to keep the environment as healthy as possible.

- Causes of Diseases and Disorders
- Your Personal Role in Disease Prevention
- Community Health
- You and the Environment

### **Unit 9: Skills for Health Overview**

Students review what they have learned and take the final exam.

- Review
- Exam



# OTH020: Physical Education

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

**COURSE LENGTH:** One semester (or more)

**MATERIALS:** None

**PREREQUISITES:** None

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## Unit 1: Health Benefits of Physical Fitness

Students receive an overview of why physical fitness is important and how to prepare for workouts through stretching. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

## Unit 2: Create Your Physical Fitness Plan

Students create a personalized, semester-long exercise and fitness program tailored to their specific interests and abilities. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

## Unit 3: Cardiovascular and Respiratory Health

Students learn how regular cardiovascular exercise can help keep them fit for life. They find out how to measure their heart rate and gauge the effectiveness of their aerobic workout. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

## Unit 4: Muscle Strength, Endurance, and Flexibility

Students learn about the body's major muscle groups and how to exercise them safely and effectively. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

## Unit 5: Nutrition and Hydration

Students learn what nutrients their body needs and how their body processes different types of food. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

## Unit 6: Safety and Treating Sports Injuries

Students learn safety techniques and what to do in case of an injury. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.



### **Unit 7: Judging Media Images and Marketing Claims**

Sports equipment companies promote idealized and sometimes unrealistic body images; other manufacturers tout their supplements, powders, or pills as a fast track to physical fitness. Students learn to distinguish between fact and fantasy. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 8: Selection and Maintenance of Fitness Equipment**

Students learn how to make good decisions in choosing what equipment to buy and how to take care of it. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 9: Revise Your Physical Fitness Plan**

At the halfway point in the semester, students examine their progress, reassess their goals, and—if necessary—revise their plan. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 10: Individual Physical Activities/Sports**

Students learn benefits of working out on their own and individual sports. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 11: Team Sports and Competitive Activities**

Students learn about team sports and the thrill of competing. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 12: Rules and Strategies**

Students examine one individual and one team sport in greater detail. They research the history, rules, strategies, and health benefits of the two sports. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 13: Personal and Social Behavior**

Students learn what constitutes good sportsmanship. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 14: Diversity and Multiculturalism**

Students learn about how those of different backgrounds and abilities have made the most of their opportunities in sports and physical activities. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.



### **Unit 15: Skill Enhancement: Motor Skills and Movement Patterns**

Students learn the principles of biomechanics and movement patterns, and gain an understanding of how basic physical laws govern athletic performance. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 16: Career Options**

Students learn the wide variety of job opportunities that exist in sports and fitness fields. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 17: Lifelong Physical Fitness**

Students learn how the motivation and work ethic they acquire in this course can lead to long-term health benefits and a lifetime of physical fitness. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.

### **Unit 18: Summarize Physical Fitness Experiences**

Students measure the progress they have made during the entire semester and decide whether they've achieved the goals they set at the beginning. Students read online content in Lesson 1, and engage daily in a physical activity of their choice for at least 30 minutes, recording what they've done in an activity log, which is then signed by a parent or other responsible adult and submitted to the teacher.



# OTH030: Career Planning (Elective)

Students plan for a successful career by analyzing their own goals and decision-making processes. Students use various resources to investigate career options, master job-seeking techniques, and learn how to make the transition from school to work.

**COURSE LENGTH:** One semester

**MATERIALS:** Career Assessment; You and Your Career; Occupation Finder guides

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## UNIT 1: CREATING YOUR SELF-PORTRAIT

### Lesson 1—Making a Sketch

- Who Am I?

### Lesson 2—Gaining Perspective

- Clarify Your Values
- How Do Others See You?
- Values Survey
- Values Card Sort
- Values Summary

### Lesson 3—Tools and Techniques

- Interests
- Skills
- Occupations
- Self-Estimates
- Job Characteristics
- Pulling it all Together
- The Masterpiece
- Unit Project

## UNIT 2: INVESTIGATING CAREER INTERESTS

### Lesson 1—Knowing Yourself

- Holland's Career Hexagon
- Career Selection

### Lesson 2—Discovering Occupational Information

- Occupational Resource Books
- Computerized Career Information Systems

### Lesson 3—Investigating Careers

- Developing Your Contact System
- The Information Interview
- Job Shadowing
- Unit Evaluation
- Unit Project





## UNIT 3: GOAL-SETTING

### Lesson 1—Setting Career Goals

- What are Goals?
- Why Set Goals?
- Setting Goals
- Tips for Writing Goals
- Self-Check

### Lesson 2—Self-Defeating Behavior

- Identify Self-Defeating Behavior
- How Do SDBs Work?
- Choose a Self-Defeating Behavior to Change
- Monitor Your Self-Defeating Behavior
- Eliminate Self-Defeating Behavior
- Self-Check

### Lesson 3—Self-Esteem

- High and Low Self-Esteem
- Your Self-Esteem
- How to Build Your Self-Esteem
- Self-Check
- Evaluation
- Unit Project

## UNIT 4: DECISION-MAKING

### Lesson 1—How Do I Make Decisions?

- Personal Decision-Making
- How Do Others Make Decisions?
- Career Success for Students with Learning Disabilities
- Self-Check

### Lesson 2—Basic Decision-Making Strategies

- Advantages/Disadvantages Strategy
- Detailed Strategy
- Self-Check
- Unit Evaluation
- Unit Project

## UNIT 5: FINDING AND KEEPING A JOB

### Lesson 1—Organizing Your Job Search

- Set a Job Goal
- Organize Your Job Search Office
- Develop a Job Search Schedule
- Make a Commitment



### **Lesson 2—Finding Job Leads**

- Use Job Ads
- Build a Network
- Make Cold Calls

### **Lesson 3—Applying for Jobs**

- Collect Information and Documents
- Identify Resources
- Write a Standard Resume
- Use Electronic Resumes
- Develop a Cover Letter
- Fill Out Applications
- The Job Interview

### **Lesson 4—Keeping a Job**

- Employers Speak
- Interviews
- What Employers and Employees Think
- Unit Project

## **UNIT 6: TRANSITIONS**

### **Lesson 1—Post-Secondary Options**

- How Much Education Do I Need, If Any?
- On-the-Job Training Programs
- Apprenticeship Programs
- Vocational-Technical Programs
- Military Programs
- Two-year College Programs
- Four-year College Programs
- Self-Check

### **Lesson 2—Going to College**

- College Search Criteria
- Research Tips
- Applying to College
- Writing the College Admission Essay
- Helpful Hints for a Campus Visit
- Evaluating Schools
- Self-Check



### **Lesson 3—Financing Your Education**

- Financial Aid
- Types of Financial Aid
- Financial Aid Checklist
- Sources of Financial Aid
- Tips for Success
- Calculating College Costs
- Unit Evaluation
- Unit Project



# OTH040: Study Skills and Learning Strategies (Elective)

Students discover their learning style—the way they process information and apply it—and develop study skills to improve academic and work performance. Topics include time management, oral communications, critical thinking, note-taking, test-taking, and researching.

**COURSE LENGTH:** One semester

**MATERIALS:** Flying Your True Colors for True Success

**PREREQUISITES:** None

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## UNIT 1: FITNESS CENTER—GOALS PROFILE

**Lesson 1—Training Goals / Career Goal**

**Lesson 2—Brain Savvy Profile testing Complex / Learning Styles**

**Topic 1: Cerebral Shuttle Run / Learning Styles**

- Observer, Participant, or Observer/Participant?

**Topic 2: Cognitive Vertical Jump/ Reading, Writing, Speaking, Listening, Seeing, Doing**

- Adaptation Suggestions

**Topic 3: Get Fit Dexterity Test / Sequential or Random Learners**

- Sequential Learner
- Random Learner
- "Now What?"
- Learning Preferences on the Job
- Dictionary of Occupational Titles Code Designations

**Topic 4: Home Court Advantage Quotient / Other Learning Style Considerations**

- Teaching Style
- Learning Environment
- Interaction
- Other Learning Theories

**Topic 5: Sarah Bellum Endurance Treadmill / Personality Inventories**

- True Colors
- Myers Briggs Personality Type

**Topic 6: "Custom Learning Fitness and Brain Muscle Training Program Suggester" Computer Program**



### **Lesson 3—Get Active Field / Active/Passive Learning**

Active v. Passive

“Tune Out Distractions!”

We Want to Become Active Learners!

How to be an Active Learner

## **UNIT 2: SPORT COMPLEX/ACTIVITIES**

### **Lesson 1—Aerobics/Study Environment**

#### **Topic 1: Location**

#### **Topic 2: Concentration**

- Study Distractions
- Brainstorming and Concentration

#### **Topic 3: Motivation**

- Self-Motivation Thoughts
- Guidelines for setting and reaching goals
- Setting Goals
- Reaching Goals

#### **Topic 4: Time**

#### **Topic 5: Socialization**

### **Lesson 2—Stair Stepper / Time Management**

Setting Realistic Goals

Academic Goals

Scheduling Study Time

Daily Log

Daily Schedule

Planning to Save Time

My 10 Time Saving Tips

### **Lesson 3—Hiking / Memory**

#### **Topic 1: Forgotten Prairie/ Memory Systems**

- Short-term & Long-term Memory



## **Topic 2: Blueberry Hills / Memory Strategies**

- Dead Dave's Dare
- Remembering Names
- Tips for Remembering Names
- Remembering Numbers
- Tips for Remembering Numbers
- Remembering Locations
- Tips for Remembering Locations

## **Topic 3: Chuck's Woods / Memorization**

- Memorization Options

## **Lesson 4—Gymnastics/ Reading**

### **Topic 1: Balance Beam/ Pronunciation & Vocabulary**

- Prefixes, Suffixes, & Root Words
- Break Words into Bite-size Morsels!
- Break Words into Elements!
- Stretch Your Vocabulary!
- Context Clues
- Guess that Context!
- Jargon
- Jargon Words

### **Topic 2: Vault/Reading Speed**

- Vault Choices

### **Topic 3: Warm Up / Purpose**

### **Topic 4: Acrobatics/ Difficulty of the Material**

### **Topic 5: Ramp/Familiarity with the Subject Matter**

### **Topic 6: Code of Points/Time Limits**

### **Topic 7: Landing/Suggestions for Improving Reading Speed**

### **Topic 8: Pommel Horse/Reading Preparation**

- Pre-reading
- Survey & Question

### **Topic 9: Uneven Bars/Reading for Comprehension**

- Reading to Answer Questions
- Reading, Questioning, & Your Learning Preferences
- Maintaining Interest
- Reading Time Log
- Reciting for Review
- Reviewing Your Reading

### **Topic 10: Still Rings/Skimming & Scanning**

- Still Rings Choices



**Topic 11: The Routine/Skimming**

- Skimming Tips

**Topic 12: Strength Elements/Scanning**

**Lesson 5—Speed Skating/Notetaking**

**Topic 1: Speed Skating/Importance of Taking Notes**

**Topic 2: Locker Room/Notetaking Survey**

**Topic 3: Basic Speed Skating Positions/Content and Methods**

**Topic 4: Push Recovery and Glide/Linear Notes**

- Types of Outlines
- Cornell System
- ARM SWING / Wholistic Notes

**Topic 5: Short Track/Taking Reading Notes and Highlighting**

- Reading Notes
- Reading Notes
- Highlighting

**Topic 6: Long Track/Taking Notes From Oral Presentations**

**Lesson 6—Pole Vault/Writing**

**Topic 1: Level 1/The Writing Process**

- Planning your Writing
- Making a Plan
- Scheduling Time for Writing
- Writing Process Steps

**Topic 2: Level 2/Organization for Writing**

- Three Major Sections in Writing

**Topic 3: Running Plant/Introduction**

- Thesis Statement
- Dialing 911
- Electricity
- Motivation
- Introduction

**Topic 4: Kick-Off/Body**

- Topic Sentence
- Transition Words
- Body

**Topic 5: Rockback/Conclusion**

- Conclusion



**Topic 6: Level 3/Academic Writing**

**Topic 7: Extension/Essays**

- Essay Writing Process
- Essay
- Essay Tips

**Topic 8: Turn and Release/Research Papers**

- Bibliography

**Lesson 7—Kayaking/Researching**

**Topic 1: Class 1 River/Researching Objectives**

**Topic 2: Class 2 River/Tools for Finding Information Sources**

- Paddle/Card Catalogs
- Life Jacket/Dewey Decimal v. Library of Congress
- Sun Glasses/Reader's Guide
- Sun Block/Library Computer Indexes
- Kayak Helmet/The Internet
  - Web Directories v. Search Engines
  - Internet Research

**Topic 3: Class 3 River/Tools for Evaluating Information Sources**

- Accepting Information Passively
- Criteria for Evaluating All Sources
- Criteria for Web Source Evaluations

**Topic 4: Class 4 River/Gathering Information From Research**

- Notecards

**Topic 5: Class 5 River/Using Research Findings**

- Changing Jobs
- Researching for the Future
- New Jobs

**Lesson 8—Cross Country Running/Critical Thinking**

**Topic 1: Strength Training/Evaluating Your Value System**

- Mt. Fuji
- Yellowstone
- Mount Rushmore
- Value System

**Topic 2: A sensible Running Program/Evaluating Your Reasoning**

- Cover extra ground/Feelings
- Speed it up/Open-Mindedness
- Take Regular days off/Reliability

- Avoid Stress Fractures/Self Evaluation
- Problem-Solving and Decision-Making

## **Lesson 9—Rock Climbing/Testing**

### **Topic 1: Beginning Climb/Study to Take the Test!**

- Anchors/Studying for Objective Tests, Multiple Choice, True/False, and Matching
  - Write Sample Questions
  - Know Both “Sides” of the Facts
  - Objective Test
- Dynamic Rope/Studying for Essay Tests, Essays, Short Answer
  - Short Answer Tests
  - Essay Tests
- Climbing Harness/Studying for Application Tests, Lab Tests, Field Studies
  - Application Test

### **Topic 2: Intermediate Climb/Strategies for Taking Exams**

- Snow Pick/Hints for All Tests
- Carabiners/Hints for Objective Tests
- Adjustable Leg Loop/Hints for Essay Tests
- Crampons/Hints for Application Tests

### **Topic 3: Advanced Climb/Overcoming Test Anxiety**

- Don’t Look Down / Anxiety Before the Exam
- Sarah Bellum Flag/Anxiety During the Exam

### **Eliminate Test Anxiety**

### **Answer Easy Questions First**

### **Positive Mental Energy**

## **Lesson 10—Ultimate Frisbee/Oral Communication**

### **Topic 1: Choosing Sides / Group Discussion**

- Initiate Play/Group Discussion Fundamentals
  - Group Discussion Characteristics
- Spirit of the Game/Group Discussion Outcomes
  - False Consensus Description
- Rule Variations/Problem Solving Pattern
- Self-Refereeing/Group Discussion Roles
  - Group Contribution

### **Topic 2: Winning Moves/Listening**

- Movement of the Discs/Listening Fundamentals
  - 4 Parts to Listening
  - 4 Functions of Listening
  - Communication Log

- Non-Contact/Why Listening
  - Good Listening Skills
  - Are You a Good Listener?
  - Conclusions of Recent Listening Studies
  - Why You Might Listen
- Scoring/Active Listening
  - Barriers to Effective Listening
  - Break Some Bad Listening Habits
  - Listening Role-Play

### UNIT 3: TRIATHLON/FINAL PROJECTS

#### **Rio, Brasil Triathlon/Training Goal Program**

- Swimming/Write a Full Job Description of Your Chosen Training Goal.
- Biking/Assess the Impact of Your Training Goal.
- Running/Use External Communications Sources to Gather Information.

#### **Rerrara, Italia Triathlon / Special Needs Program**

- Swimming/Research Educational Programs For Special Needs Students.
- Biking/Design a Learning Skills Program in Reading, Oral Communications, or Writing for Special Needs Students.
- Running/Create a Testing Program to Evaluate the Special Needs Students.

#### **Muncie, Indiana, USA/Issue Petition**

- Swimming/What Makes You Angry?
- Biking/Research What Is Being Done About It.
- Running/Creating a Petition of Presentation to Promote Changes that You Want Made on the Issue.

#### **Auckland, New Zealand Triathlon / Your Own Brain-Building Program**

- Swimming/Develop Your "Brain Savvy Profile."
- Biking/Develop a Goal-setting and Life-skills Planning Program.
- Running/Design a Study Program.





# TCH010: Computer Literacy I (Elective)

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects.

**COURSE LENGTH:** One semester

**MATERIALS:** Microsoft Office 2003

**PREREQUISITES:** None

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## Unit 1: Set the Goal

Students practice keyboarding skills for 10 minutes each day. In word processing, they learn to create new documents and add and move text. They are also given an introduction to the Internet and lessons on outgoing email and email netiquette, and they learn the rights and responsibilities of digital citizens.

- Creating a New Document
- Adding and Moving Text
- Internet Search Essentials
- Sending E-mail
- What is Digital Citizenship?
- Netiquette

## Unit 2: Organize and Share

Students practice keyboarding skills for 10 minutes each day. In word processing, students learn to format text; check spelling and grammar; identify print settings; and use alignment, bullets, and numbers. They learn to set Internet favorites and browser history preferences. They also learn how to write effective and appropriate e-mail messages.

- Formatting Text
- Alignment, Bullets, and Numbers
- Proofreading and Printing
- Creating Favorites
- Writing Effective E-mail Messages
- Netiquette in Writing

## Unit 3: Plan Events

Students practice keyboarding skills for 10 minutes each day. They get started with spreadsheets, learning how to format and organize information. They learn to set up email contacts, how to protect their privacy on the Internet, and how to respond to cyber bullying.

- Getting Started with Excel
- Formatting Spreadsheets
- Setting Up Contacts
- Protecting Your Privacy
- Dealing with Cyber Bullies
- Personal Safety on the Internet

#### Unit 4: Plan Details

Students practice keyboarding skills for 10 minutes each day. In word processing, they learn to use tables and format documents. They learn to format spreadsheets, conduct effective Internet searches, and avoid viruses.

- Keyboarding
- Word Processing: Using Tables; Formatting Documents
- Spreadsheets: Formatting Text and Cells; Formatting Spreadsheets
- Internet: Effective Searches
- Digital Citizenship: Avoiding Viruses

#### Unit 5: Get the Word Out

Students practice keyboarding skills for 10 minutes each day. Students learn about digital copyright laws and how to search for images and multimedia on the Internet. They learn image editing essentials, and how to add images to Word documents. They also learn how to check spelling and print spreadsheets.

- Rights Management
- Searching for Media
- Image Editing Essentials
- Adding Images to Documents
- Spelling and Printing in Excel

#### Unit 6: Tell the Story

Students practice keyboarding skills for 10 minutes each day. Students learn to create charts and workbooks in Excel. They learn to use tables in Word, how to create a PowerPoint presentation, and how to reduce unwanted e-mail.

- Creating Charts
- Creating Workbooks
- Using Layout Tables
- Creating a Presentation
- Reducing Unwanted E-mail

#### Unit 7: Get Support

Students practice keyboarding skills for 10 minutes each day. Students learn to use formulas and functions in Excel, and learn about fair use copyright guidelines. They learn about design templates in PowerPoint; how to add, resize, move, and crop images; and how to add transitions and animations. They learn how to print and to publish to a webpage.

- Using Formulas and Functions
- Copyright for School
- Presentation Design
- Adding Graphics
- Transitions and Animations
- Publishing and Printing

#### Unit 8: Create Your Project

Students complete the final project, incorporating the major skills and concepts in the course. They demonstrate competence in creating an interrelated set of documents, spreadsheets, and presentations that also demonstrate the application of Internet research methods and digital citizenship procedures.

- Final Project



# TCH020: Computer Literacy II (Elective)

This course builds on the foundation of Computer Literacy I, teaching students the latest skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects.

**Available Winter 2009.**

**COURSE LENGTH:** One semester

**MATERIALS:** Microsoft Office 2003

**PREREQUISITES:** TCH010: Computer Literacy I

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Available Winter 2009



# TCH030: Digital Photography and Graphics (Elective)

This course is for anyone who wants to learn how to edit digital photos to create images that have visual impact. Using GIMP 2.0, whose functions map to those of Adobe Photoshop CS 2, students learn the basics of photo composition before moving on to technical topics, such as working with layers and masks, adding special effects, and combining images and type to create powerful graphics. At the end of the course, students will have completed a variety of original projects for their graphic design portfolios.

**COURSE LENGTH:** One semester

**MATERIALS:** GIMP 2.0

**PREREQUISITES:** None

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## Unit 1: Photo Essentials

Students learn the elements of digital photography and how to crop a photo. They learn to define composition and framing as it relates to digital photography and to describe the relationship between pixels and image resolution. Using GIMP's editing tools, they crop a digital photo and save it in a specific and appropriate file format.

- Elements of Digital Photography
- Cropping a Photo

## Unit 2: Working with Color and Shape

Students learn to understand color and explore shape. They learn to identify different schemes on the color wheel, and to describe hue, value, and saturation as they relate to color. Using the tools in GIMP, they adjust the saturation and brightness of a digital photo. They create an abstract art image, and take a photo that stresses color and design more than subject.

- Understanding Color
- Capturing Colors
- Adjusting Your Image
- Exploring Shapes
- Capturing Shapes
- Abstract Color and Shape
- Creating Abstract Art
- Abstract Patterns

## Unit 3: Drawing with GIMP

Students are introduced to layers and learn to make drawings from photos. They experiment with brushes, pattern, and texture, creating different drawing effects using a variety of brush styles and showing contrast and depth with pattern and texture. They design a tiled pattern to use as a desktop background.

- Understanding Layers
- Making Drawings from Photos
- Experimenting with Brushes
- Pattern and Texture
- Creating a Desktop Tile



#### **Unit 4: Creating Special Effects**

Students learn to apply filters and effects. They alter the appearance and visual impact of an image by adding a variety of filters and effects. They use the Ellipse Select tool to edit a specific portion of an image and use multiple filters on the same photo to create a variety of visual effects.

- Introducing Filters
- Applying Filters and Effects
- Using the Ellipse Select Tool
- Experimenting with Filters

#### **Unit 5: Combining Images**

Students learn to make a composite image, create a double exposure, and build a panoramic photo. They create a “hoax” composite photograph combining images and text.

- Making a Composite Image
- Creating a Double Exposure
- Building a Panoramic Photo
- Inventing a Hoax

#### **Unit 6: Experimenting with Type Effects**

Students learn about typography and how to create text and filter effects. They design a one-word graphic, creating a text design that expresses the meaning of a single word.

- What Is Typography?
- Creating Text Effects
- Applying Filter Effects
- One-Word Graphic

#### **Unit 7: Building Your Portfolio**

Students gather their best work into a final portfolio. They learn to prepare files for the Web, considering size and resolution, and create a Web gallery/portfolio of their work.

- Preparing Files for the Web
- Creating a Web Gallery





# TCH040: Web Design (Elective)

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

**COURSE LENGTH:** One semester

**MATERIALS:** Visual Web 2008 and GIMP 2.0

**PREREQUISITES:** None

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## Unit 1: Favorite Page

Students learn the purpose of a WYSIWYG Web editor, create a folder for a website, and open a new webpage. They learn how to navigate in KompoZer, view the code in Source view, add and format text, resize and optimize images, and test and publish websites.

- Create a webpage
- Navigate in KompoZer
- Switch Viewing Modes
- Add and Format Text
- Resize an Image
- Optimize an Image
- Test and Publish

## Unit 2: Linked Site

Students learn to set up pages, and set the background and text colors for each page. They look at layout, alignment, and spacing; learn to create tables; and add and format text. They make thumbnail images and optimize images for the Web. They add linked text and images to a home page and link other pages to the home page and to each other.

- Set Up the Pages
- Choose a Color Palette
- Format the Site
- Prepare Images
- Add Links

## Unit 3: HTML Portfolio

Students look at how HTML code is organized, learn to create a basic HTML webpage with Notepad, and add and format heading and body text. They learn about absolute and relative links, look at folder organization, add links to the other websites, and make the links open in a new browser window. They identify the HTML tag for adding images and add thumbnail images to the portfolio page.

- Write an HTML webpage
- Add Heading Text
- Add Body Text
- Add Links
- Add Images

#### Unit 4: Styled Site

Students choose appropriate page titles and file names, and add the website to the Site Manager. They identify the problem with using HTML to style a page, and how CSS uses style sheets and style rules. They make a table to structure the layout of the home page and a navigation bar in the left column of the table. They style the link text and background color with CSS, and look at internal and external style sheets.

- Title and Name Pages
- Style a Heading
- Make a Navigation Bar
- Style the Home Page
- Export a Style Sheet
- Modify a Style Sheet

#### Unit 5: CSS Code

Students write a heading text style rule for the portfolio page; and write style rules for linked headings, body styles, and inline styles. They look at how styles cascade in CSS, turn an internal style sheet into an external one, and link an external style sheet to a page. They make a second external style sheet and rank external style sheets.

- Write a Heading Style Rule
- Style Linked Headings
- Write a Body Style Rule
- Write Inline Style
- Make an External Style Sheet
- Make a Second Style Sheet

#### Unit 6: JavaScript

Students identify the purpose of JavaScript, add JavaScript to links, and add image filters. They add rollover images. They identify the purpose of <script> tags, add dynamic JavaScript to a webpage, add a function with several commands to a webpage, add a button, and call a function.

- Add Image Links
- Add a Dialog Box
- Add Image Filters
- Add Rollover Images
- Add the Date and Time
- Add a Function
- Final Assignment



# TCH050: Digital Video Production (Elective)

This course introduces students to all aspects of digital video, from story-boarding scenes and creating shot lists to editing a finished, professional-quality product. Throughout this project-based course, students demonstrate mastery of the key learning objectives by recording, capturing, and editing their own videos. This is a hands-on course that provides a solid foundation for further study in this exciting field, and progresses from the importing of raw footage through editing basics to transitions, text use, and special effects.

**COURSE LENGTH:** One semester

**MATERIALS:** Microsoft Windows Movie Maker; student must supply a video camcorder capable of connecting to a computer, either through USB or FireWire

**PREREQUISITES:** None

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## Unit 1: Developing Your Visual Vocabulary

Students learn the three stages of movie-making: pre-production, production, and post-production, and they brainstorm their first movie topic. They practice camera techniques—angles, movements, and framing shots—while scouting locations.

- Creating Your First Movie
- Creating a Visual Vocabulary

## Unit 2: Planning and Filming Your First Movie

Students write the movie treatment and script, draw the storyboards, and create the production schedule. They practice more camera techniques, film the movie scenes, film establishing shots and close-ups, and gather audio and image files.

- First Movie Pre-Production
- Assignment: First Movie Pre-Production Documents
- Filming Your First Movie

## Unit 3: The Editing Process

Students import video into a project. They use the storyboard and the timeline to edit their movie. They add and arrange clips, and add video FX, transitions, text screens, and audio files.

- Importing Video
- Editing Your Movie
- Using Video FX
- Adding Sound FX
- Assignment: Editing Movie—Final

## Unit 4: Planning for Your Second Movie

Students reflect on their first movie and brainstorm topics for the second movie. They learn about the elements of film and movie genres. They begin planning their second movie and scout locations.

- Assignment: Reflections on My First Movie
- Defining Film Elements and Genres
- Planning Your Second Movie



### **Unit 5: Pre-producing Your Second Movie**

Students write the treatment and script and create the storyboards for their second movie. They create a shot list and production schedule.

- Writing Your Second Movie
- Filming Your Second Movie
- Assignment: Pre-Production Documents for Second Movie

### **Unit 6: Producing Your Second Movie**

Students learn more advanced camera techniques, learning to create illusions and to compose and frame shots. They film and edit their second movie and create title and credit screens.

- Using More Advanced Camera Techniques
- Filming Your Second Movie
- Editing Your Second Movie
- Assignment: Edited Second Movie–Final



# TCH016: Flash Animation (Elective)

This course teaches students how to create interactive movies and engaging games with Flash CS3 animation software. Students master the basics of drawing and animating short movies before moving on to more complex challenges, such as adding interactivity and script-driven events. By the end of the course, students will have an interactive portfolio to showcase their finished projects.

**COURSE LENGTH:** One semester

**MATERIALS:** None provided, but Flash CS3 is required

**PREREQUISITES:** Permission of teacher/counselor

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## Unit 1: Your First Movie

Students learn to draw a character with Flash CS3's pencil and line tools and convert it to a movie clip symbol, then animate the character using frames, keyframes, and motion tweens. They create backgrounds and buttons, add and format text, and learn to use the Publish settings to prepare a Flash file for the Web.

- Creating a Character
- Animating Your Character
- Building a Background
- Adding a Button
- Publishing Your Movie

## Unit 2: Airplane Chase Movie

Students learn to make a drawing from a photo, animate a movie with motion tweens, squash and stretch symbols with the free transform tool, and blur symbols with a filter. They add streaming sound.

- Making a Drawing from a Photo
- Creating Symbols
- Animating Your Movie
- Using a Motion Guide
- Using Squash and Stretch
- Adding Sound

## Unit 3: Walking Character Movie

Students apply squash and stretch techniques to a ball movie and add motion tweens. They draw and animate a character in a swinging/walking motion.

- Creating a Body
- Squashing and Stretching
- Adding a Leg
- Swinging the Leg
- Adding another Leg
- Modifying the New Leg
- Walking with Motion Tweens
- Walking with a Motion Guide





#### Unit 4: Interactive Display

Students learn to script games, writing stop actions and gotoAndPlay actions. They learn to load and unload movies into the container clip, and publish the project.

- Setting up the Page
- Creating Buttons
- Creating a Movie Clip
- Adding Actionscript
- Scripting the Buttons
- Making a Container Clip
- Creating and Labeling Keyframes
- Loading Movies and Publishing

#### Unit 5: Cat Burglar Game

Students create a Cat Burglar Game, creating keyframes, adding ActionScripts, and adding text. They check for errors in the syntax of the script and through the Compiler Errors panel. They create a variable for keeping score, and publish and share the game.

- Setting up the Game
- Creating the Opening Screen
- Creating Level 1
- Adding Text
- Moving the Cat
- Troubleshooting
- Keeping Score
- Hitting Spinners and Walls
- Winning the Game

#### Unit 6: Basements and Basilisks Game

Students choose an idea for a game and create a storymap. They script a character to move using the arrow keys, script an idle cycle to make the character stand still, and program the walls to contain the character. They set up rooms and doors, and script different cinematic events that play according to the character's actions.

- Planning Your Game
- Moving the Hero
- Setting up the Rooms
- Scripting the Doors
- Creating the Wizard Room
- Programming the Key
- Adding the Basilisk