



ENG204: Honors Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

LITERATURE: Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

LANGUAGE SKILLS: In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, applications, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

COURSE LENGTH: Two semesters

MATERIALS: *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course*

PREREQUISITES: Success in ENG104: Honors Literary Analysis and Composition I, or equivalent, and teacher/counselor recommendation

I. LITERATURE

Students read writings from diverse traditions and genres, including poetry, drama, short stories, nonfiction, and novels. Online lessons help students develop skills of close reading. Students analyze formal features of literary works; explore theme, character, and uses of language; and learn to articulate an interpretation based on textual evidence. Many lessons provide background information to help students connect the work to the historical or biographical context. Students also practice the critical reading and analysis skills that are necessary for taking standardized assessments.

Readings include:

Novels (choose any two of the following)

Sense and Sensibility by Jane Austen

The Scarlet Pimpernel by Baroness Orczy

Cry, the Beloved Country by Alan Paton

Night by Elie Wiesel

The Way to Rainy Mountain by N. Scott Momaday

Frankenstein by Mary Shelley

Drama

Macbeth by William Shakespeare



Prose Fiction and Nonfiction

Works by Edgar Allan Poe, Anton Chekhov, Kate Chopin, O. Henry, Flannery O'Connor, Sherwood Anderson, Tillie Olsen, Jerome Weidman, Richard Rodriguez, Dr. Martin Luther King, Jr., Amy Tan, and others

Poetry

Works by William Shakespeare, Lord Byron, Walt Whitman, Stephen Crane, Edna St. Vincent Millay, Ezra Pound, William Carlos Williams, Langston Hughes, Robert Frost, D. H. Lawrence, Wilfred Owen, Sara Teasdale, Rita Dove, Dudley Randall, Judith Ortiz Cofer, and others

Partial List of Skills Taught:

- Analyze the relationship between a literary work and its historical period and cultural influences.
- Recognize and examine the impact of voice, persona, and the choice of narrator on a work of literature.
- Identify character traits and motivations.
- Describe and analyze characters based on speech, actions, or interactions with others.
- Analyze the relationship between character actions/interactions and plot.
- Identify elements of plot and analyze plot development.
- Identify conflict and resolution.
- Recognize literary devices, such as foreshadowing, flashbacks, suspense, irony, metaphor, simile, symbolism, and other figures of speech.
- Identify author's purpose, style, tone, and intended audience.
- Identify and understand universal themes.
- Compare and contrast characters based on their actions, traits, and motives.
- Compare and contrast themes in different works and across different genres.
- Recognize the impact of word choice, style, and figurative language on tone, mood, and theme.
- Analyze imagery, personification, irony, hyperbole, paradox, and figures of speech in poetry and fiction.
- Examine the use of sound devices to create rhythm, appeal to the senses, or establish mood in literature.
- Recognize and examine a writer's use of poetic conventions and structures, such as line, stanza, rhythm, rhyme, meter, and sound devices.
- Interpret oral readings from literary and informational texts.
- Recite poetry using effective delivery skills, such as tone, rate, volume, pitch, gesture, pronunciation, and enunciation.

II. COMPOSITION

Students begin the Composition units by reading model essays and analyzing the essays from the perspective of both a reader and a writer. In writing their own essays, students apply the concepts they have learned from studying the models. Using the writing process, students plan, organize, write, revise, and proofread their essays, implementing feedback they receive from teachers and mentors. In addition to writing full-length essays, students also write timed responses to prompts, similar to those found on standardized tests.

Narrative: I Believe

Students analyze a sample narrative with the theme of "I Believe" and then write their own narrative that explains something they believe and how they arrived at that belief.

Persuasive Essay

Students analyze a sample persuasive essay, learn about the importance of using logical and emotional appeals and connotative language, and understand the significance of conceding a point and issuing a call to action. They then plan, write, and revise their persuasive essays.



Persuasive Speech

Students first read and then listen to a speech, based on the model persuasive essay. They study how an oral presentation differs from a written one. Then they use their own persuasive essays as the basis for writing and delivering their persuasive speeches.

Research Paper

Students analyze a model research paper on a scientific topic and learn how to locate appropriate resources and evaluate the reliability of the sources. They take notes, create a formal outline, and write and revise their own research papers.

Practical Writing

In this optional unit, students read a model cover letter and application for a job. Then they create their own cover letter and application for their “dream” job.

Literary Analysis

Students work through the process of writing a close reading, a complete literary analysis of a single poem.

III. GRAMMAR, USAGE, AND MECHANICS

This section helps students understand how language works so that they can apply the concepts in their own writing. In addition to grammar, usage, and mechanics skills, lessons on such topics as clear sentences, sentence combining, parallel structure, placement of modifiers, wordiness, diction, and idioms help students learn skills frequently tested on standardized tests. Each lesson ends with an optional activity that provides additional practice.

Partial List of Topics Include:

- Prepositional Phrases
- Sentences and Sentence Errors
- Clauses: Adjective, Adverb, Noun
- Clear Sentences: Coordination, Subordination, Combining Sentences
- Subject-Verb Agreement
- Verb Forms and Usage
- Pronouns and Pronoun Usage
- Verbals and Verbal Phrases: Participles, Gerunds, Infinitives
- Refining Sentences: Modifiers, Parallel Structure

IV. VOCABULARY

K12's Vocabulary program uses the *Vocabulary Achievement* workbook (from Great Source Publisher) to provide a systematic approach to new vocabulary acquisition, application, and retention. Students study logical grouping of words in clearly structured lessons. To unlock word meaning, students apply a variety of strategies including contextual clues and determining roots and affixes. Students also practice the kinds of items that are frequently used in sentence-completion and critical-reading assessments, including the SAT.



ENG302: American Literature

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

LITERATURE: Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

LANGUAGE SKILLS: Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

COURSE LENGTH: Two semesters

MATERIALS: *Explorations: An Anthology of American Literature, Volume C*; *Our Town*, by Thornton Wilder; *To Kill a Mockingbird*, by Harper Lee

PREREQUISITES: ENG202: Literary Analysis and Composition II, or equivalent

I. LITERATURE

Readings include:

Novel

To Kill a Mockingbird by Harper Lee

Drama

Our Town by Thornton Wilder

Prose Fiction and Nonfiction

Works by Kate Chopin, O. Henry, James Thurber, Mark Twain, Russell Baker, Maya Angelou, Henry David Thoreau, Dr. Martin Luther King, Jr., and others

Poetry

Works by Emily Dickinson, Robert Frost, Gwendolyn Brooks, Ralph Waldo Emerson, Walt Whitman, Langston Hughes, Stephen Crane, and others

Partial List of Skills Taught:

- Identify character traits and motivations.
- Describe characters based on speech, actions, or interactions with others.
- Demonstrate knowledge of authors, characters, and events of significant works of literature.
- Identify conflict and resolution.
- Recognize the effect of setting or culture on a literary work.
- Recognize author's attitude or tone.
- Recognize author's purpose and devices used to accomplish it, including author's language, organization,

and structure.

- Identify theme.
- Recognize how point of view affects literature.
- Compare and contrast literary characters or selections.
- Recognize the use of language to convey mood.
- Identify rhyme scheme.
- Identify and interpret the use of imagery.
- Identify and interpret the use of figurative language.
- Identify elements of a short story.
- Identify climax.
- Identify point of view.
- Identify choices and consequences.
- Identify elements of drama and dramatic conventions.

II. COMPOSITION

In this writing program, students practice writing essays in various genres. Many units use the literature lessons as a springboard and thereby reinforce the connection between reading for meaning and writing to communicate one's own ideas. Students learn the form and structure of a variety of essays they will encounter in their academic careers, including memoirs (narrative), research papers, arguments, and speeches. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Memoir

After reading a group of literary memoirs, students will craft their own memoir about a meaningful event in their lives. Students will plan, write, and revise their memoir, incorporating what they learned about showing language.

Argument

Students will craft a persuasive argument incorporating elements of logical thinking and supporting evidence for their position.

Research Paper

Students learn about information sources, plagiarism, note taking, outlining, and proper citations in this comprehensive unit.

Practical Writing

Students will work on practical communications or workplace documents.



ENG303: American Literature

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

COURSE LENGTH: Two semesters

MATERIALS: *Journeys in Literature: American Traditions, Volume C*; *The Great Gatsby*, by F. Scott Fitzgerald, *The Glass Menagerie*, by Tennessee Williams

PREREQUISITES: ENG203: Literary Analysis and Composition II, or equivalent

Readings include:

Novels

Students will read *The Great Gatsby* by F. Scott Fitzgerald and one of the following:

The Old Man and the Sea by Ernest Hemingway

The Red Badge of Courage by Stephen Crane

A Lesson Before Dying by Ernest Gaines

The House on Mango Street by Sandra Cisneros

Drama

The Glass Menagerie by Tennessee Williams

Prose Fiction and Nonfiction

Works by William Bradford, Jonathan Edwards, Benjamin Franklin, Benjamin Banneker, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Frederick Douglass, Abraham Lincoln, Chief Joseph, William Faulkner, Julia Alvarez, Amy Tan, Richard Rodriguez, and others

Poetry

Phillis Wheatley, Oliver Wendell Holmes, Henry Wadsworth Longfellow, Edgar Allan Poe, Walt Whitman, Stephen Crane, Edward Arlington Robinson, Carl Sandburg, Robert Frost, H. D. (Hilda Doolittle), Paul Laurence Dunbar, Langston Hughes, Countee Cullen, Rita Dove, and others



ENG304: Honors American Literature

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

COURSE LENGTH: Two semesters

MATERIALS: *Journeys in Literature: American Traditions, Volume C*; *The Great Gatsby*, by F. Scott Fitzgerald, *The Glass Menagerie*, by Tennessee Williams

PREREQUISITES: Success in ENG204: Honors Literary Analysis and Composition II, or equivalent, and teacher/ counselor recommendation

Readings include:

Novels

Students will read *The Great Gatsby* by F. Scott Fitzgerald and three of the following:

The Old Man and the Sea by Ernest Hemingway

The Red Badge of Courage by Stephen Crane

A Lesson Before Dying by Ernest Gaines

The House on Mango Street by Sandra Cisneros

Song of Solomon by Toni Morrison

Catcher in the Rye by J. D. Salinger

A Connecticut Yankee in King Arthur's Court by Mark Twain

Billy Budd by Herman Melville

Drama

The Glass Menagerie by Tennessee Williams

Prose Fiction and Nonfiction

Works by William Bradford, Jonathan Edwards, William Bradford, Benjamin Franklin, Benjamin Banneker, Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Frederick Douglass, Abraham Lincoln, Chief Joseph, William Faulkner, Julia Alvarez, Amy Tan, Richard Rodriguez, and others

Poetry

Phillis Wheatley, Oliver Wendell Holmes, Henry Wadsworth Longfellow, Edgar Allan Poe, Walt Whitman, Stephen Crane, Edward Arlington Robinson, Carl Sandburg, Robert Frost, H. D. (Hilda Doolittle), Paul Laurence Dunbar, Langston Hughes, Countee Cullen, Rita Dove, and others



ENG402: British and World Literature

This survey of British literature examines English-language literature in the British Isles and beyond. Activities explore six core areas—reading, writing, language, listening and speaking, viewing and representing, and research—using classics of British and world literature to give students meaningful practice in literacy skills. Critical-thinking skills are developed using literature, nonfiction writing, and media samples.

COURSE LENGTH: Two semesters

MATERIALS: No required first-semester materials. Required for second semester: *Things Fall Apart*, by Chinua Achebe; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed.

PREREQUISITES: ENG302: American Literature

BRITISH AND WORLD LITERATURE, SEMESTER ONE

Unit 1: Greek Tragedy and the Birth of Western Literature

Students are introduced to Greek literature and read *Oedipus Rex*. Students review the fundamentals of rhetoric and grammar rules for verbs, learn new vocabulary words based on Greek and Latin roots, and go step-by-step through the process of registering for the SAT.

- Introduction to Greek Literature
- *Oedipus Rex*, Part I
- *Oedipus Rex*, Part II
- Skills Workshops

Unit 2: Theme Study: The Epic Across Cultures

Students read sections of the epic poem *Beowulf*, which was written in England about 1,000 years ago. They learn about the Anglo-Saxon culture from which *Beowulf* emerged and think about how epics reflect cultural values. They learn about universal themes—ideas and issues that are relevant to all people. Students think about the rhetorical techniques used in public documents, review skills to handle pronouns correctly, learn new vocabulary words, and find out what's involved in taking the SAT.

- Introduction to *Beowulf*
- *Beowulf*, Part I
- *Beowulf*, Part II
- Skills Workshops

Unit 3: A Masterpiece in English: Chaucer's *The Canterbury Tales*

Students learn the historical and literary context in which *The Canterbury Tales* was created. They look at the role of the church in 14th-century Britain, as well as the social structure of the day, then read selections. Students practice verifying the truth and accuracy of statements made in nonfiction texts, go over the basics of parallel structure, learn new vocabulary words, and learn to fill out a college application.

- Introduction to *The Canterbury Tales*
- "The Pardoner's Tale"
- "The Wife of Bath's Tale"
- Skills Workshops

Unit 4: Shakespeare's *Hamlet*

Students explore the Elizabethan era and the reign of the monarch from whence its name comes. They think about the literary context in which Shakespeare created his masterworks, and read selections from *Hamlet*. Students learn to identify logical fallacies in written and spoken rhetoric, how to assess audience and adjust language accordingly, and new vocabulary words. They practice strategies and approaches for writing personal essays.

- Introduction to *Hamlet*
- *Hamlet*, Act I
- *Hamlet*: Dialogue and Soliloquies
- Skills Workshops

Unit 5: History and the Artist: Donne and Swift

John Donne's intense, searching poetry explores man's spiritual, emotional, and physical existence. He was as comfortable writing sermons as he was crafting risqué poems. Jonathan Swift was the dark genius behind the satirical works *Gulliver's Travels* and *A Modest Proposal*. Swift was less interested in emotional exploration than he was in blasting hypocrisy and folly in his fellow man. Students take a look at both writers, paying special attention to how the social, religious, and political events of their times helped shape their lives and careers. Students learn strategies for identifying and evaluating the main points in a speech or written work and skills for better listening. They learn how to handle unfamiliar vocabulary in manuals and other documents.

- Introduction to History and the Artist
- John Donne
- Jonathan Swift
- Skills Workshops

Unit 6: Semester Review

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

- Review
- Exam

BRITISH AND WORLD LITERATURE, SEMESTER TWO

Unit 1: The Romantics

The Industrial Revolution flooded the cities with people looking for work. For the Romantics, life after the Industrial Revolution could be soul-crushing, and so they turned to nature and individual expression as alternatives to the dank, dirty cities and the constraints of earlier literary traditions. Students learn about the Romantic movement and read some of its works. Students learn the building blocks of analyzing the logic of an argument, how to recognize and avoid bias, the art of résumé writing, and new vocabulary words.

- Introduction to the Romantics
- Romantic Poetry
- *Frankenstein* and the Gothic Novel
- Skills Workshops

Unit 2: Modernist Fiction: New Perspectives

The Modernist era brought about intense changes in the way people looked at and thought about themselves, social institutions, and even the universe. Students look at how English writers—James Joyce, D. H. Lawrence, and Virginia Woolf—responded to the dramatic social, economic, and political changes at the time. Students explore the characteristics of the different nonfiction genres, practice interpreting analogies, learn the basics of writing a cover letter, and learn new vocabulary words.



- Introduction to Modernist Fiction
- Modernist Fiction, Part 1
- Modernist Fiction, Part 2
- Skills Workshops

Unit 3: Colonial Literature, Part 1

Students explore the history of European colonization during the 15th to 20th centuries, with a particular emphasis on the role of language in this process. They learn about some of the writers of colonial and postcolonial fiction, and explore problems associated with depicting culture in fiction. They write a short story in which they depict two distinct cultures. Students learn how to recognize bias, prejudice, and propaganda in nonfiction works and how to make accurate and useful generalizations. They go over the process of filling out a job application and learn new vocabulary words.

- Introduction to Colonial Literature
- Literature, Culture, and Politics
- Depicting Culture in Literature
- Skills Workshops

Unit 4: Colonial Literature, Part 2

Students read the acknowledged masterpiece of postcolonial African fiction: Chinua Achebe's *Things Fall Apart*. In this novel, Achebe paints a vivid portrait of Igbo society as it was before—and immediately after—the colonists arrived. Students review the four basic types of persuasive speech, learn about idiomatic expressions, find out what they need to know about letters of recommendation, and learn new vocabulary words.

- Introduction to Colonial Literature, Part 2
- *Things Fall Apart*, Part 1
- *Things Fall Apart*, Part 2
- Skills Workshops

Unit 5: Research Project

Students learn the process of writing a research paper, learning how to ask and refine questions, evaluate and interpret sources, writing outlines and final drafts, and documenting sources. Students explore the ways language and delivery (pacing, repetition, and emotion) affect the mood and tone of oral communication. They learn and practice techniques for giving effective oral presentations, learn how to search for a job and apply for it, and learn new vocabulary words.

- Introduction to the Research Project
- The Research Process, Part 1
- The Research Process, Part 2
- Skills Workshops

Unit 6: Semester Review

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

- Review
- Exam



ENG403: British and World Literature

This survey of British literature illustrates the origins of English-language literature and reflects its reach beyond the British Isles. Activities delve into six core skill areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. Throughout the course, students are prompted to think and respond independently, critically, and creatively to the subject matter, including literature, nonfiction writing, and media works. The course emboldens students to approach these works—both on their own terms and within a larger context—while providing them with the tools and encouragement they need in order to do so.

COURSE LENGTH: Two semesters

MATERIALS: No required first-semester materials. Required for second semester: *Things Fall Apart*, by Chinua Achebe; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed.

PREREQUISITES: ENG303: American Literature, or equivalent

BRITISH AND WORLD LITERATURE, SEMESTER ONE

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- *Oedipus Rex*, Part I
- *Oedipus Rex*, Part II
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- *Beowulf*, Part I
- *Beowulf*, Part II
- Skills Workshops

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Unit 4: Shakespeare's *Hamlet*

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- *Hamlet*, Act I
- *Hamlet*: Dialogue and Soliloquies
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- John Donne
- Jonathan Swift
- Skills Workshops

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- Review
- Exam

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Unit 1: The Romantics

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- Romantic Poetry
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- Skills Workshops

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- Introduction to Modernist Fiction
- Modernist Fiction, Part 1
- Modernist Fiction, Part 2
- Skills Workshops

Unit 3: Colonial Literature, Part 1

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- Literature, Culture, and Politics
- Depicting Culture in Literature
- Skills Workshops

Unit 4: Colonial Literature, Part 2

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- Introduction to Colonial Literature, Part 2
- *Things Fall Apart*, Part 1
- *Things Fall Apart*, Part 2
- Skills Workshops

Unit 5: Research Project

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- Introduction to the Research Project
- The Research Process, Part 1
- The Research Process, Part 2
- Skills Workshops

Unit 6: Semester Review

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

- Review
- Exam



ENG500: AP[®] English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP[®] Exam and for further study in communications, creative writing, journalism, literature, and composition.

COURSE LENGTH: Two semesters

MATERIALS: *The Norton Reader: An Anthology of Nonfiction*, 11th ed.; *Writing: A College Handbook*, 5th ed.

PREREQUISITES: Success in ENG303: American Literature (or equivalent) and a teacher/counselor recommendation

AP[®] ENGLISH LANGUAGE AND COMPOSITION, SEMESTER ONE

Unit 1: Getting Started

Students learn what to expect on the AP[®] Exam in English Language and Composition, explore how the English language has evolved over time and how written and oral language relate to one another. They compare written works from different historical periods and identify various trends in written English.

- Course Introduction
- Language Basics

Unit 2: Reading Techniques

Students explore different reading techniques, including critical reading. They learn tips and techniques to use when reading and how critical reading can help when analyzing a work. They learn about rhetorical devices used by writers and how rhetorical patterns and figurative language are used to create irony and satire.

- Critical Reading
- Recognizing Rhetoric
- Rhetoric, Part 2

Unit 3: Writing Techniques

Students focus on college-level writing and focus on writing mechanics, including common grammatical issues. Students look at the building blocks of any essay—thesis statements and paragraphs and the writing process as a whole—from prewriting to writing to revising.

- College Writing
- Writing Mechanics, Documentation, and Citation
- Writing Fundamentals
- The Writing Process

Unit 4: Forms of Prose

Students examine the characteristics of various types of writing, including personal and reflective writing, expository writing, analytical writing, and persuasive writing. They learn about different modes of expository writing, using close reading to analyze a piece of literature, and detecting persuasive elements.

- Personal and Reflective Writing
- Expository Writing
- Analytical Writing
- Persuasive Writing

Unit 5: Review and Exam

Students review what they have learned and learn how to prepare for multiple-choice and free-response test questions, then take the semester exam.

- Review
- Exam

AP® ENGLISH LANGUAGE AND COMPOSITION, SEMESTER TWO

Unit 1: History and Narrative

Students learn about historical and narrative writings, including biographies and autobiographies. They learn the conventions of these genres and why they're important to the study of history. They also learn to write historical essays and about historical events.

- Autobiographies and Biographies
- History

Unit 2: The Reading Public

Students take a look at essays—how they've developed and changed through time, and how to analyze and compare those from different time periods and writers. Then they focus on the study and analysis of mass media, including the role and influence media has on our culture, ethical issues related to the media, the role of advertising and editorials, and how to read and write about film. They learn about political and governmental writing and explore culture and cultural criticism.

- Essays Through Time
- Media Analysis
- Politics and Government
- Cultural Criticism

Unit 3: The World Around Us

Students learn about scientific, philosophical, and religious writings, including the objective nature of scientific writing, the abstract nature of philosophical texts, and the different characteristics of religious writings.

- Science and Nature
- Philosophy and Religion

Unit 4: Literature

Students learn about the structure and elements of poetry and short fiction, and how to read, analyze, and write about both genres.

- Poetry
- Short Fiction

Unit 5: Review and Exam

Students review what they have learned and solidify skills for answering multiple-choice and free-response test questions, then take the final exam.

- Review
- Exam





ENG510:

AP[®] English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP[®] Exam and for further study in creative writing, communications, journalism, literature, and composition.

COURSE LENGTH: Two semesters

MATERIALS: Required (both semesters): *The Norton Anthology of Poetry*, 5th ed.; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed.

Required (first semester): *Their Eyes Were Watching God*, by Zora Neale Hurston; *Hedda Gabler*, by Henrik Ibsen; *A Streetcar Named Desire*, by Tennessee Williams; *Twelfth Night*, by William Shakespeare

Required (second semester): *The Great Gatsby*, by F. Scott Fitzgerald; *Annie John*, by Jamaica Kincaid; *Jane Eyre*, by Charlotte Brontë

PREREQUISITES: Success in ENG303: American Literature (or equivalent) and a teacher/counselor recommendation

AP[®] ENGLISH LITERATURE AND COMPOSITION, SEMESTER ONE

Unit 1: Getting Started

Students learn about elements of the AP[®] English Literature and Composition Examination and begin their preparation for university courses in literature, composition, and creative writing. This unit introduces the techniques of critical and close reading and the writing process, including strategies for prewriting, writing, and revising.

- Course Introduction
- The Reading and Writing Processes

Unit 2: Fiction and Poetry: Literature of Examination

Students read a selection of short stories and poems with the theme of personal exploration from different cultural and ethnic backgrounds. They learn about figurative language, stream-of-consciousness writing, point of view, race in literature, and forms of short fiction. They will learn about tone, mood, and attitude in poetry and literary devices used by poets.

- Stories of Personal Exploration
- Poems of Faith and Doubt

Unit 3: Drama: Lives in Crisis

Students are introduced to drama with *Hedda Gabler* by Henrik Ibsen and *A Streetcar Named Desire* by Tennessee Williams. In addition, they will read about Ibsen and his realistic style, explore how plays are structured, and learn how to write about drama. They learn about character development, dialogue, and paraphrasing dramatic dialogue and action.

- *Hedda Gabler*
- *A Streetcar Named Desire*

Unit 4: Poetry: Love and Separation

Students read poetry selections dealing with love and separation. They read and interpret two classic Renaissance poems, and learn about different forms of poetry, classical allusions, and how to identify a poem's speaker. They learn about tone, mood, and attitude as they read four contrasting poems and examine love from the perspectives of modern poet Edna St. Vincent Millay and contemporary poet Cathy Song. They also learn about poetic structure, sound patterns, rhyme scheme, alliteration, and imagery.

- Love Desired
- Love Questioned
- Love Denied

Unit 5: Long Fiction: *Their Eyes Were Watching God*

Students read the novel *Their Eyes Were Watching God* by Zora Neale Hurston, one of the most prominent American writers of the 20th century. They learn elements of magical realism and how dialect is used in fiction, explore how memory and time work in fiction, and learn how history influences—and is reflected in—literature. They also explore the function and structure of endings, read more about using textual evidence to support ideas, and learn helpful tips for writing about long fiction.

- *Their Eyes Were Watching God*, Chapters 1-10
- *Their Eyes Were Watching God*, Chapters 11-20

Unit 6: Drama: Shakespearean Comedy

Students read William Shakespeare's *Twelfth Night*, one of his best-known comedies. It's a tale of disguise, deception, mistaken identity, and the strange things people believe when they're blinded by love. Students learn to interpret Shakespeare's language, begin to recognize the conventions of Shakespearean drama, and consider the influence of motive and desire on a character's development.

- *Twelfth Night*, Part One
- *Twelfth Night*, Part Two

Unit 7: Review and Exam

Students review what they have learned and learn how to prepare for multiple-choice and free-response test questions, then take the semester exam.

- Review
- Exam

AP® ENGLISH LITERATURE AND COMPOSITION, SEMESTER TWO

Unit 1: Victorian Era Literature

Students learn about life and literature during the Victorian Era, focusing their attention on its dominant literary form—the novel. They read Charlotte Brontë's highly acclaimed *Jane Eyre*.

- *Jane Eyre*, Chapters 1-16
- *Jane Eyre*, Chapters 17-27
- *Jane Eyre*, Chapters 28-38



Unit 2: 19th-Century Literature: British & American Authors

Students learn about British Romanticism and its influence on American writers, and about the American transcendentalist movement. Romanticism is studied through the poetry of William Blake, William Wordsworth, Percy Bysshe Shelley, Samuel Taylor Coleridge, and John Keats. The work of the American transcendentalists reflects a movement to define spiritual and religious beliefs with new discoveries and new modes of thought in an era of change.

- British Authors
- American Authors

Unit 3: Turn-of-the-Century Literature

This unit focuses on turn-of-the-century literature in both Britain and America. Students focus on a turn-of-the-century short story by Joseph Conrad, “Heart of Darkness,” which tackles the controversy over imperialism by presenting a bleak look at the economic exploitation of Africa. Students also study Charlotte Perkins Gilman’s short story “The Yellow Wallpaper,” which depicts a woman’s increasing mental confusion after she’s treated for depression with “the rest cure” and forbidden to do any activities.

- Fiction and Analysis, Part 1
- Fiction and Analysis, Part 2

Unit 4: Modern Literature

Students read the work of Irish, American, and English poets, all concerned with changes of social order, the fragmentation of experience, and new ways of presenting poetry. Students sharpen their skills in reading, analyzing, and writing about poetry.

- Modern Poetry, Part 1
- Modern Poetry, Part 2

Unit 5: The American Dream

Students read *The Great Gatsby* and other literature that explores the notion of the American dream. In addition to being an intriguing mystery, *The Great Gatsby* gives a clear picture of one part of 1920s America. Students also read two poems by Langston Hughes, an important poet of the Harlem Renaissance.

- *The Great Gatsby*, Chapters 1-5
- *The Great Gatsby*, Chapters 6-9

Unit 6: Contemporary Literature

Students read contemporary literature, including short stories by American and international authors, and the novel *Annie John*. These stories address the experiences of various groups within and outside American culture, and the effect of diverse backgrounds and cultural perspectives on literature.

- American Voices
- International Voices

Unit 7: Review and Exam

Students review what they have learned and solidify skills for answering multiple-choice and free-response test questions, then take the final exam.

- Review
- Exam



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 multimedia 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.



HST102: World History

This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th century.

COURSE LENGTH: Two semesters

MATERIALS: None

PREREQUISITES: K¹² middle school American History Since 1865, World History A or World History B, or equivalent

SEMESTER ONE

Unit 1: Early Civilizations

Students learn how archaeologists and anthropologists help us learn about the distant past, and explore the geographic factors that influenced the development and spread of early human societies. They look at civilizations in ancient Mesopotamia, Egypt, and Europe. They trace the development of the Indus River valley and Chinese civilizations.

- The Birth of Civilizations
- Mesopotamian Civilizations
- Ancient Egypt
- Civilizations of Early India
- Early Chinese Civilizations
- The Mediterranean World

Unit 2: Classical Civilizations

Students explore the transition of early civilizations into their classical periods when major empires emerged and major cultural advances were made. They learn about the rise of new forms of government, new achievements in arts and science, the emergence of new religious faiths, and many other cultural changes.

- Empires of India
- Empires of China
- Ancient Greece
- Greek Influences
- Ancient Rome
- Roman Influences

Unit 3: The Rise of New Empires around the World

Students learn about art, architecture, religion, social structure, culture, trade, politics, immigration, and technology of post-classical civilizations, and their lasting contributions to the world.

- Byzantine Empire
- Golden Age of Islam
- Islamic Empires
- Civilizations of Africa
- East Asian Civilizations
- Civilizations of the Americas

Unit 4: Europe in the Middle Ages

Students learn about feudalism in Europe; the growth of national monarchies in England and France; and the origins, goals, and effects of the Crusades. They look at the spread of the bubonic plague, the development of learning and the arts, and the roles that women played in the Middle Ages. They look at eastern Europe, the Mongols, the development of Russia, and the Jewish Diaspora.

- Crusades and the Rise of National Monarchies in Europe
- Prosperity and Crisis in the Late Middle Ages
- The Rise of Russia

Unit 5: Early Modern Era in Europe

Students learn about the development of the Renaissance in northern Italy, the connection between economic changes and artistic innovation, and some of the leading artists and thinkers of the Renaissance. They look at the spread of the Renaissance to northern Europe, the significance of the printing press, and some of Shakespeare's literary innovations. They study the Protestant Reformation and the scientific revolution—innovations in science, astronomy, and mathematics.

- The Renaissance
- The Renaissance Moves North
- The Protestant Reformation
- The Scientific Revolution

Unit 6: Semester Review

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

- Review
- Exam

SEMESTER TWO

Unit 1: An Age of Exploration and Colonization

Students study the Age of Exploration, during which new technology allowed mariners to explore uncharted waters and new lands. A revolution in communication and travel followed, leading to the rise of powerful nations that struggled with each other over new territories. Students discover the beginnings of these global explorations, and chart the impact they had on communication, travel, commerce, and the nations and peoples of the world.

- European Exploration
- Conquest of the Americas
- Absolutism in Europe
- The Atlantic World
- European Trade in Asia

Unit 2: Age of Revolution

In the 17th century, a new questioning spirit enveloped Europe. The Enlightenment provided a philosophical framework for the Age of Revolution. Once this framework was in place, it inspired revolutions in Europe and the Americas. Students study these revolutions, some of which, like the American Revolution, were great successes. Other revolutions caused new difficulties.

- Britain and the Enlightenment
- The American Revolution
- The French Revolution
- From French Radicalism to a New Empire
- Latin American Revolutions

Unit 3: The Age of Industrialization

The Industrial Revolution began in the late 1700s. The changes went beyond material goods—the way people worked, how they conducted business, their family lives, even the way they looked at the world around them and their place in it, were all profoundly affected by the rise of industry and the social and economic changes it brought. Students are introduced to these changes and to the struggles that accompanied them as people literally changed the world in which they lived.

- Britain's Industrial Revolution
- Consequences of Industrialization
- Revolutions in Thinking
- Political Unrest
- The Industrial Revolution Spreads
- Reform Movements

Unit 4: The Age of Imperialism

In the 1800s, the major powers of the world began expanding the quests for colonies. Millions of people in Asia and Africa found themselves pawns in a global struggle between Western powers. Despite the promises of the colonial powers, the native peoples reaped few benefits from colonization. The wealth and resources went back to the foreign power. The effects of this era would shape the world for years to come. Students learn about the colonization movement and how people resisted efforts to control their lands.

- Nationalism and Democracy in Europe
- Expansion of the United States
- The Demand for Colonies
- Imperialism in Asia
- Wealth and Commonwealth

Unit 5: A World in Conflict

In a span of only about 30 years, the world saw more death, destruction, and misery than it had ever seen during any period before or since. But why? In many ways, the chaos of the early 20th century was born in the successes of the 19th century. The period that had seen the rise of the Second Industrial Revolution and the creation of massive empires had also sown the seeds for mass destruction. Countries had grown arrogant and competitive with one another, and thanks to the Industrial Revolution, they now had deadly tools with which to wage modern warfare. The result was the ability to kill millions.

- World War I
- Revolution in Russia
- Turmoil and Depression
- The Gathering Storm
- World War II
- The Holocaust

Unit 6: A New Age of Internationalism

The victorious powers of World War II—the United States, the United Kingdom, France, the Soviet Union, and China—had important decisions to make. Who should be held responsible for the great crimes committed during the war? Could another world war be prevented? How would they rebuild the cities? Students learn how they went about this challenging task and how well they succeeded.

- Rivalry and Recovery
- Europe and Africa: 1945 to Present
- Middle East and Asia: 1945 to Present



- The Americas: 1945 to Present
- Challenges and Promises of the Future

Unit 7: Semester Review

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

- Review
- Exam



HST212: Geography and World Cultures

This course introduces students to the countless ways in which geography influences human relationships, politics, society, economics, science, technology, and the arts. Special emphasis is placed on the way geographically derived information is expressed in maps, charts, and graphs in order to teach students how to analyze such documents carefully—and how to create them.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: HST102: World History is recommended, but not required

Unit 1: Introduction to Geography

- Writing about the World
- Spatial Thinking
- The Map Case
- Five Themes

Unit 2: Physical Elements

- The Rock Beneath
- Water Flows
- Wind and Weather
- The Fire of Life

Unit 3: Culture

- Demographics
- Politics
- Economics
- Daily Life

Unit 4: North and South America

- The New World
- North America
- Central and South America
- Ocean-Centered Geography

Unit 5: Europe and Southwest Asia

- The West End of Asia
- Europe
- Central and Southwest Asia
- Energy



Unit 6: East Asia and South Asia

- Ancient Civilizations
- East Asia
- South Asia
- Urbanization

Unit 7: Africa, Antarctica, and Oceania

- Palm Trees and Penguins
- Africa
- Oceania
- Diversity

Unit 8: Geography and World Cultures Review and Exam

- Review
- Exam



HST402: U.S. Government and Politics

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: HST302: U.S. History is recommended, but not required

Unit 1: Principles of Government

Students identify the purposes of government and evaluate theories about its origins. They compare and contrast power and authority, describe types of government, and learn the basic ideas of American democracy.

- The Purposes and Origins of Government
- Power and Government
- Types of Government

Unit 2: Constitutional Underpinnings

Students learn about the Enlightenment, the ideas of John Locke and Thomas Jefferson, the American Revolution, and the Constitutional Convention. They compare and contrast the views of the Federalists and Anti-Federalists, discuss the five major principles of the Constitution, and learn about the Bill of Rights and other important amendments.

- Origins of American Government
- Creating and Ratifying the Constitution
- The Constitution
- Federalism

Unit 3: Institutions of Government

Students learn about the basic structure of the U.S. government, and the purpose and functions of Congress, the presidency, bureaucracy, and the federal court system. They study the significance of *Marbury v. Madison* and learn the steps the Supreme Court follows in selecting, hearing, and deciding cases.

- The National Government
- Congress
- The Presidency
- The Executive Branch and the Bureaucracy
- The Judicial Branch



Unit 4: Political Beliefs and Behaviors

Students learn about the expansion of suffrage in the United States, opportunities for citizen participation in the political process, and demographic factors that influence political participation and political attitudes. They are introduced to the two-axis model of the political spectrum and study the development of liberal and conservative positions in the U.S. They learn about the history of opinion polling and the methods used to measure public opinion.

- Political Participation
- Political Opinions
- America's Political Landscape

Unit 5: Linkage Institutions

Students learn about the two-party system, the history of political parties in America, and the role of the media in American elections. They study the process by which presidents are elected, how interest groups and lobbyists work, how the media can impact political agenda, and the evolution of the press in the United States.

- Political Parties
- Elections and Campaigns
- Interest Groups
- The Media

Unit 6: The Art of Policymaking

Students learn about policymaking and economic, social, and foreign policies of the United States. They learn about the typical issues addressed and the powers of state and local government.

- Understanding Policymaking
- Policy Realms
- Policymaking at the State and Local Levels

Unit 7: Civil Liberties and Civil Rights

Students learn about individual rights and liberties found in the Bill of Rights. They look at how the establishment clause and the free exercise clause have been interpreted to protect freedom of religion; trace the ever-evolving interpretation of freedom of speech; and learn about freedom of the press, assembly, and petition and the right to privacy. They study major steps in the fight for equality for African Americans, women, and other minority groups.

- American Rights
- First Amendment Liberties
- Privacy Rights and Rights of Due Process
- Rights for Minorities and Women

Unit 8: U.S. Government and Politics Review and Exam

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

- Review
- Exam



HST412: U.S. and Global Economics

This course uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: HST402: U.S. Government and Politics is recommended, but not required

Unit 1: The Game of Economics

Economics has a lot in common with games—they both have players and rules, and involve decisions, actions, and goals. This unit introduces students to the game of economics.

- What Is Economics Anyway?
- Different Ways to Play
- Dollars and Sense
- Technology and Economics

Unit 2: The Players

In this unit, students learn about the producers and consumers of goods and services, and what kinds of things influence the decisions they make. Students look at competition, the effect of the media, and business models.

- Consumers and Producers
- Consumer Choice
- The Business of Business
- Business Models and Model Businesses

Unit 3: The Price Is Right

Students learn about supply and demand, competition between buyers and sellers, and various non-economic factors that can influence price. They learn how wages are determined in the labor market and explore the effect of labor unions. They look at the housing market, standards of living, inflation, and more.

- Supply and Demand: It's the Law
- Get a Job
- Find a Place to Live
- The Ups and Downs of the Economy



Unit 4: Money, Money, Money

Students learn how money functions in an economy, the structures and operations of the U.S. banking system, and how the money supply is regulated. They compare different types of monetary policies, and learn about stock markets, various financial markets, and financing options available to businesses.

- Money in the Bank
- The Stock Market
- More Markets
- Financing a Business
- Money, Money, Money

Unit 5: The Government Gets Involved

Students learn about taxes, tariffs, government spending, and fiscal policy. They explore the role of the government in maintaining a free-market system and see how laws directly or indirectly affect the choices of consumers, producers, and workers.

- Taxes and Tariffs
- The Government Is a Consumer
- The Government Is a Referee
- The Government Is a Police Officer

Unit 6: The Global Game Board

Students learn about international trade and how globalization affects standards of living and economic growth. They learn about the operations of international and domestic banks, organizations that play a role in the international economy, and the World Trade Organization. They learn about problems that stem from globalization and possible solutions.

- It's a Small World
- International Organizations
- The Challenges of Globalization

Unit 7: Playing the Game Yourself: Personal Finance

Students learn about personal finances: bank accounts, debit and credit cards, checks, and budgets. They learn about the costs of housing, insurance, cars, and college.

- Making Choices
- Planning Ahead
- Give Me Some Credit
- The Responsible Consumer

Unit 8: U.S. and Global Economics Review and Exam

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

- Review
- Exam



HST103: World History

Students examine the development of civilizations around the world from prehistory to the present, analyzing human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate major religions and belief systems and explore trade and cultural exchange in relation to the development of civilizations. Studies emphasize major changes in world history, such as the development of agriculture, spread of democracy, rise of nation-states, the Industrial Revolution, the spread of imperialism, and critical issues and conflicts of the 20th century.

COURSE LENGTH: Two semesters

MATERIALS: None

PREREQUISITES: K¹² middle school American History Since 1865, World History A or World History B, or equivalent

SEMESTER ONE

Unit 1: Early Civilizations

Students learn how archaeologists and anthropologists help us learn about the distant past, and explore the geographic factors that influenced the development and spread of early human societies. They look at civilizations in ancient Mesopotamia, Egypt, and Europe. They trace the development of the Indus River valley and Chinese civilizations.

- The Birth of Civilizations
- Mesopotamian Civilizations
- Ancient Egypt
- Civilizations of Early India
- Early Chinese Civilizations
- The Mediterranean World

Unit 2: Classical Civilizations

Students explore the transition of early civilizations into their classical periods when major empires emerged and major cultural advances were made. They learn about the rise of new forms of government, new achievements in arts and science, the emergence of new religious faiths, and many other cultural changes.

- Empires of India
- Empires of China
- Ancient Greece
- Greek Influences
- Ancient Rome
- Roman Influences

Unit 3: The Rise of New Empires around the World

Students learn about art, architecture, religion, social structure, culture, trade, politics, immigration, and technology of post-classical civilizations, and their lasting contributions to the world.

- Byzantine Empire
- Golden Age of Islam
- Islamic Empires
- Civilizations of Africa
- East Asian Civilizations
- Civilizations of the Americas

Unit 4: Europe in the Middle Ages

Students learn about feudalism in Europe; the growth of national monarchies in England and France; and the origins, goals, and effects of the Crusades. They look at the spread of the bubonic plague, the development of learning and the arts, and the roles that women played in the Middle Ages. They look at eastern Europe, the Mongols, the development of Russia, and the Jewish Diaspora.

- Middle Ages in Europe
- Crusades and the Rise of National Monarchies in Europe
- Prosperity and Crisis in the Late Middle Ages
- The Rise of Russia

Unit 5: Early Modern Era in Europe

Students learn about the development of the Renaissance in northern Italy, the connection between economic changes and artistic innovation, and some of the leading artists and thinkers of the Renaissance. They look at the spread of the Renaissance to northern Europe, the significance of the printing press, and some of Shakespeare's literary innovations. They study the Protestant Reformation and the scientific revolution—innovations in science, astronomy, and mathematics.

- The Renaissance
- The Renaissance Moves North
- The Protestant Reformation
- The Scientific Revolution

Unit 6: Semester Review

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

- Review
- Exam

SEMESTER TWO

Unit 1: An Age of Exploration and Colonization

Students study the Age of Exploration, during which new technology allowed mariners to explore uncharted waters and new lands. A revolution in communication and travel followed, leading to the rise of powerful nations that struggled with each other over new territories. Students discover the beginnings of these global explorations, and chart the impact they had on communication, travel, commerce, and the nations and peoples of the world.

- European Exploration
- Conquest of the Americas
- Absolutism in Europe
- The Atlantic World
- European Trade in Asia

Unit 2: Age of Revolution

In the 17th century, a new questioning spirit enveloped Europe. The Enlightenment provided a philosophical framework for the Age of Revolution. Once this framework was in place, it inspired revolutions in Europe and the Americas. Students study these revolutions, some of which, like the American Revolution, were great successes. Other revolutions caused new difficulties.

- Britain and the Enlightenment
- The American Revolution
- The French Revolution
- From French Radicalism to a New Empire
- Latin American Revolutions

Unit 3: The Age of Industrialization

The Industrial Revolution began in the late 1700s. The changes went beyond material goods—the way people worked, how they conducted business, their family lives, even the way they looked at the world around them and their place in it, were all profoundly affected by the rise of industry and the social and economic changes it brought. Students are introduced to these changes and to the struggles that accompanied them as people literally changed the world in which they lived.

- Britain's Industrial Revolution
- Consequences of Industrialization
- Revolutions in Thinking
- Political Unrest
- The Industrial Revolution Spreads
- Reform Movements

Unit 4: The Age of Imperialism

In the 1800s, the major powers of the world began expanding the quests for colonies. Millions of people in Asia and Africa found themselves pawns in a global struggle between Western powers. Despite the promises of the colonial powers, the native peoples reaped few benefits from colonization. The wealth and resources went back to the foreign power. The effects of this era would shape the world for years to come. Students learn about the colonization movement and how people resisted efforts to control their lands.

- Nationalism and Democracy in Europe
- Expansion of the United States
- The Demand for Colonies
- Imperialism in Asia
- Wealth and Commonwealth

Unit 5: A World in Conflict

In a span of only about 30 years, the world saw more death, destruction, and misery than it had ever seen during any period before or since. But why? In many ways, the chaos of the early 20th century was born in the successes of the 19th century. The period that had seen the rise of the Second Industrial Revolution and the creation of massive empires had also sown the seeds for mass destruction. Countries had grown arrogant and competitive with one another, and thanks to the Industrial Revolution, they now had deadly tools with which to wage modern warfare. The result was the ability to kill millions.

- World War I
- Revolution in Russia
- Turmoil and Depression
- The Gathering Storm
- World War II
- The Holocaust



Unit 6: A New Age of Internationalism

The victorious powers of World War II—the United States, the United Kingdom, France, the Soviet Union, and China—had important decisions to make. Who should be held responsible for the great crimes committed during the war? Could another world war be prevented? How would they rebuild the cities? Students learn how they went about this challenging task and how well they succeeded.

- Rivalry and Recovery
- Europe and Africa: 1945 to Present
- Middle East and Asia: 1945 to Present
- The Americas: 1945 to Present
- Challenges and Promises of the Future

Unit 7: Semester Review

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

- Review
- Exam



HST203: Modern World Studies

In this course, students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the 20th century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Interactive online lessons complement offline readings and activities.

COURSE LENGTH: Two semesters

MATERIALS: *The Human Odyssey, Volume 3*

PREREQUISITES: HST103: World History, Intermediate World History A and B, or equivalent

SEMESTER ONE

Unit 1: Setting the Stage—Before 1850

The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.

- Semester Introduction
- Early Seeds of Democracy (Ancient Greece and Rome)
- Judeo-Christian Influences on Democratic Thought
- Expanding Rights in England
- Democratic Ideals Emerge (The Enlightenment)
- Democratic Ideals Flourish (American and French Revolutions)
- Documents of Liberty
- A Revolution in Industry
- Romanticism: A Creative Revolution

Unit 2: Europe and the Second Industrial Revolution

The Industrial Revolution began in England, but other nations soon followed and even surpassed Great Britain in industrial output. Resources, governments, and visionary business owners all played a part in developing innovative ways of producing goods. New materials and fuels led to a second revolution in industry and to new products and ways of life. But not everyone shared in the prosperity, and government leaders, workers, business owners, and philosophers looked for solutions to society's new challenges.

- The Challenges of Industrialization
- Solutions (Marx's theories, labor unions, Bismarck's Germany)
- Classes (working, middle, and upper classes)
- Your Choice
- Geography Plays a Part (physical geography of Central Europe and Great Britain)
- Industry and the Rise of Germany
- Germany Moves Ahead
- The Impact of the Second Industrial Revolution
- A Demographic Look at Western Europe (geography and population)

Unit 3: The New Age in Asia

By the late 19th century, European nations controlled many parts of the world. They sought raw materials for their factories and markets for their products. They also sought to spread their own cultures. Both China and Japan resisted the Europeans, but in different ways. Their actions would set the stage for much that happened in the 20th century.

- Modernization and the Rise of Japan
- Powerhouse in Asia (Meiji Japan)
- In East Asia (physical geography of East Asia)
- Earthshaking (geography of the "Ring of Fire")
- Imperialism in Asia
- Strife in China
- Nationalism in China
- Where in the World (the geography of imperialism)

Unit 4: World War and Revolution

People all over Europe were certain that the war that started in August of 1914 would be over by Christmas. Four long years later, when the Great War finally ended, millions of soldiers and civilians lay dead, and millions more were maimed and disabled. The hope and prosperity of the first decade of the 20th century turned to exhaustion and despair. In Russia, social upheavals led to the world's first communist nation.

- Igniting the Powder Keg (the start of World War I)
- Europe Goes to War
- The War Goes On
- Total War (new roles for government and civilians)
- A War for Minds and Hearts (analyzing propaganda)
- Propaganda (writing about propaganda)
- Geography of Russia
- Unrest in Russia
- From Russia to USSR
- Challenges of Geography (the Trans-Siberian Railroad)
- War's Tide Turns
- War's End
- What Kind of Peace? (The Treaty of Versailles)

Unit 5: Between Wars

After the Great War, people in Europe and the United States questioned their earlier optimism and their deepest beliefs. Artists, musicians, and writers grappled with a new sense of reality. In the Middle East, as people threw off their colonial rulers, they faced the challenges of forming new nations, as well as tensions between old values and new ways. As economies failed around the world, dictators took advantage of people's fear and desperation, especially in Germany, Italy, Japan, and the Soviet Union.

- The Art of Uncertainty (WWI influences the arts)
- Certainties Challenged (economic boom and the Roaring Twenties in the U.S.)
- A World in Flux (analyze works of art to assess the impact of WWI)
- Nationalism and Islamism in the Middle East
- Forging Nations in the Middle East
- Report from the Middle East (write about the new nations of the Middle East)
- Geography of Borders

- Desperate Times and Communism
- Desperate Times and Fascism
- Power Above All (totalitarianism)

Unit 6: Another World War

Students examine the main causes of World War II, the most devastating war in history. Millions died to halt the advance of dictators and preserve a democratic way of life. This war introduced weapons of almost unimaginable power, as well as the horrors of the Holocaust. The peace that followed brought its own daunting challenges.

- The Road to War
- Global War (World War II spreads to Africa, the USSR, and the U.S.)
- Leadership (Churchill and Roosevelt during WWII)
- Qualities of a Leader (write about the qualities of leadership)
- Strategies for Victory
- Horror (discovering the Holocaust)
- Victory (Allied strategies to end the war)
- Difficult Decisions (write about the decision to use the atom bomb)
- Graphing World War II Statistics (graph the impact of WWII on various populations)
- Personal Views of War (read firsthand accounts of WWII)
- Putting It into Words (write a "memoir" of WWII)
- Never Again (the Nuremberg and Tokyo trials)
- A New Path (the United Nations and the founding of Israel)
- A Woman for All Times (Eleanor Roosevelt and human rights)

Unit 7: Significant Times

Timelines are useful tools for historians. Students create timelines of the eras they have studied during the semester.

- Looking Back, Part 1
- Looking Back, Part 2
- Looking Back, Part 3
- Looking Back, Part 4
- Looking Back, Part 5

Unit 8: Semester Review and Test

Students prepare for and take the semester test.

- Preparing for the Semester Test
- Semester Test

SEMESTER TWO

Unit 1: Tensions in the Post-War World

Even before World War II had ended, it was apparent that the Allies would not remain friends in the post-war era. Mistrust and disagreements between the USSR and the Western democracies led to decades of perilous tension known as the Cold War. Both sides searched for ways to gain support around the world and defeat the other side without launching a potentially catastrophic war using nuclear weapons.

- Semester Introduction
- Cold War in the West

- Cold War in the East
- Continuing Tension (Khrushchev, the Berlin Wall)
- Containing Communism (write about an event of the Cold War)
- China under Mao
- Communism in the Americas (Cuba)
- On the Brink (the Cuban Missile Crisis)
- Crisis (conduct research on the events of the Cuban Missile Crisis)
- Making a Case (develop essay outlines on the roles of Khrushchev and Kennedy during the Cuban Missile Crisis)

Unit 2: Many Kinds of Revolution

Science, technology, cultures around the world—all experienced dramatic change during the 1940s, '50s, and '60s. More nations gained independence from colonial powers, though their paths to self-rule varied widely. At the same time, tensions in the Middle East led to a series of wars and still unresolved tensions.

- Revolutions in Technology (television, the space race)
- Saving Lives (the green revolution, polio vaccine)
- A New Global Culture (the Beatles and the spread of pop culture)
- Geography of South Asia
- India and a Man of Peace (Gandhi)
- Paths to Independence (Ho Chi Minh, Nasser, Kenyatta)
- For Their Countries (Nelson Mandela and apartheid; nationalist leaders of the post-WWII era)
- Strife in the Middle East
- Wars for Religion and Resources (the Middle East)
- Peace Work (attempts to resolve the conflicts)

Unit 3: Cold War Conflict and Conclusion

During the Cold War, the world's superpowers avoided war with each other, but the tensions between them erupted in armed conflict elsewhere. The U.S. and the USSR vied for allies in other ways as well. Eventually, economic problems and pressures from within and without the Soviet Union brought about the collapse of communism in Europe.

- Geography of Southeast Asia
- The United States in Vietnam
- The Soviet Union in Czechoslovakia
- Vying for Latin America
- Geography of Latin America
- Rainforest in Peril
- Cracks in the Wall (economic problems and human rights issues in communist nations)
- Voices for Change (protests against communism)
- The End of the Cold War (the collapse of communism in Europe)

Unit 4: Issues for the Twenty-First Century

As they approach the present day, students examine the rise of a new and deadly threat: terrorism. They consider how innovations in electronics—computers, the Internet, the World Wide Web—have set off an Information Revolution that has transformed the way many people live and work. They also examine the ongoing struggle for democracy and human rights, with a focus on women's rights.

- The Rise of Terrorism in the Middle East
- Extremists Take Control (Iran, Hamas, Taliban)
- A Dictator in Iraq (Saddam Hussein)
- Terrorism Strikes the United States (September 11, 2001; Osama bin Laden)
- The Iraq War
- Difficult Questions (conduct research on issues of terrorism)
- Electronics and the Information Revolution
- New Ways to Communicate
- A Shrinking World (economic dimensions of the Information Revolution; globalization of business)
- Seeking Equality (the spread of representative government)
- Democracy's Continued Spread (the women's movement)
- Steps Forward and Steps Back (repressive governments, human rights violations)
- Epilogue

Unit 5: Challenges for the Twenty-First Century

The 21st century presents both problems and promises. Never before have people had so much access to information and to each other. Never before has the potential to eradicate disease and hunger, eliminate poverty, and understand the world around us been so great. Globalization is transforming the ways in which many people live and work and do business. The opportunities are enormous, but so are the challenges.

- Growing Wealth (standards of living world-wide)
- Assessing Wealth
- Asia Rising, India (the growth of new economies)
- Asia Rising, China (the growth of new economies)
- Persistent Poverty
- Migrations (emigration, urbanization)
- The Meaning of Globalization
- Following a Global Product
- Women and Globalization
- The Price of Progress (environmental distress)
- Fueling Progress (sources of power)
- Viewpoints (differing viewpoints on environmental issues)
- Where Do You Stand?
- Persuasion

Unit 6: Research Project

Students conduct research and complete a final course project.

- Your Case Study
- Using the Internet
- Research, Part 1
- Research, Part 2
- Research, Part 3
- Research, Part 4
- Research, Part 5
- Research, Part 6



- Research, Part 7
- Research, Part 8
- Research to Presentation
- The Presentation, Part 1
- The Presentation, Part 2

Unit 7: Semester Review and Test

Students prepare for and take the semester test.

- Preparing for the Semester Test
- Semester Test



HST213: Geography and World Cultures

This is a one-semester course that uses geographic features to explore how human relationships, political and social structures, economics, science, technology, and the arts have developed and influenced life in countries around the world. Throughout the course, students learn how to read maps, charts, and graphs rigorously and critically—and how to create them. Examining the intersection of culture and geography, students discover how a mountain in the distance can inspire national policymakers, civil engineers, or poets; how a river triggers the activity of bridge builders, shipbuilders, and merchants alike; and how the sound of a busy Cairo street can inspire sociologists and musicians. Students come to understand how the drama of human history and cultural encounters—affecting land, natural resources, religious dominance, and more—is played out on the geographical stage.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: HST103: World History is recommended, but not required

Unit 1: Introduction to Geography

- Writing about the World
- Spatial Thinking
- The Map Case
- Five Themes

Unit 2: Physical Elements

- The Rock Beneath
- Water Flows
- Wind and Weather
- The Fire of Life

Unit 3: Culture

- Demographics
- Politics
- Economics
- Daily Life

Unit 4: North and South America

- The New World
- North America
- Central and South America
- Ocean-Centered Geography

Unit 5: Europe and Southwest Asia

- The West End of Asia
- Europe
- Central and Southwest Asia
- Energy



Unit 6: East Asia and South Asia

- Ancient Civilizations
- East Asia
- South Asia
- Urbanization

Unit 7: Africa, Antarctica, and Oceania

- Palm Trees and Penguins
- Africa
- Oceania
- Diversity

Unit 8: Geography and World Cultures Review and Exam

- Review
- Exam



HST403: U.S. Government and Politics

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: HST303: U.S. History is recommended, but not required

Unit 1: Principles of Government

Students identify the purposes of government and evaluate theories about its origins. They compare and contrast power and authority, describe types of government, and learn the basic ideas of American democracy.

- The Purposes and Origins of Government
- Power and Government
- Types of Government

Unit 2: Constitutional Underpinnings

Students learn about the Enlightenment, the ideas of John Locke and Thomas Jefferson, the American Revolution, and the Constitutional Convention. They compare and contrast the views of the Federalists and Anti-Federalists, discuss the five major principles of the Constitution, and learn about the Bill of Rights and other important amendments.

- Origins of American Government
- Creating and Ratifying the Constitution
- The Constitution
- Federalism

Unit 3: Institutions of Government

Students learn about the basic structure of the U.S. government, and the purpose and functions of Congress, the presidency, bureaucracy, and the federal court system. They study the significance of *Marbury v. Madison* and learn the steps the Supreme Court follows in selecting, hearing, and deciding cases.

- The National Government
- Congress
- The Presidency
- The Executive Branch and the Bureaucracy
- The Judicial Branch



Unit 4: Political Beliefs and Behaviors

Students learn about the expansion of suffrage in the United States, opportunities for citizen participation in the political process, and demographic factors that influence political participation and political attitudes. They are introduced to the two-axis model of the political spectrum and study the development of liberal and conservative positions in the U.S. They learn about the history of opinion polling and the methods used to measure public opinion.

- Political Participation
- Political Opinions
- America's Political Landscape

Unit 5: Linkage Institutions

Students learn about the two-party system, the history of political parties in America, and the role of the media in American elections. They study the process by which presidents are elected, how interest groups and lobbyists work, how the media can impact political agenda, and the evolution of the press in the United States.

- Political Parties
- Elections and Campaigns
- Interest Groups
- The Media

Unit 6: The Art of Policymaking

Students learn about policymaking and economic, social, and foreign policies of the United States. They learn about the typical issues addressed and the powers of state and local government.

- Understanding Policymaking
- Policy Realms
- Policymaking at the State and Local Levels

Unit 7: Civil Liberties and Civil Rights

Students learn about individual rights and liberties found in the Bill of Rights. They look at how the establishment clause and the free exercise clause have been interpreted to protect freedom of religion; trace the ever-evolving interpretation of freedom of speech; and learn about freedom of the press, assembly, and petition and the right to privacy. They study major steps in the fight for equality for African Americans, women, and other minority groups.

- American Rights
- First Amendment Liberties
- Privacy Rights and Rights of Due Process
- Rights for Minorities and Women

Unit 8: U.S. Government and Politics Review and Exam

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

- Review
- Exam



HST413: U.S. and Global Economics

In this course, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: HST403: U.S. Government and Politics is recommended, but not required

Unit 1: The Game of Economics

Economics has a lot in common with games—they both have players and rules, and involve decisions, actions, and goals. This unit introduces students to the game of economics.

- What Is Economics Anyway?
- Different Ways to Play
- Dollars and Sense
- Technology and Economics

Unit 2: The Players

In this unit, students learn about the producers and consumers of goods and services, and what kinds of things influence the decisions they make. Students look at competition, the effect of the media, and business models.

- Consumers and Producers
- Consumer Choice
- The Business of Business
- Business Models and Model Businesses

Unit 3: The Price Is Right

Students learn about supply and demand, competition between buyers and sellers, and various non-economic factors that can influence price. They learn how wages are determined in the labor market and explore the effect of labor unions. They look at the housing market, standards of living, inflation, and more.

- Supply and Demand: It's the Law
- Get a Job
- Find a Place to Live
- The Ups and Downs of the Economy



Unit 4: Money, Money, Money

Students learn how money functions in an economy, the structures and operations of the U.S. banking system, and how the money supply is regulated. They compare different types of monetary policies, and learn about stock markets, various financial markets, and financing options available to businesses.

- Money in the Bank
- The Stock Market
- More Markets
- Financing a Business
- Money, Money, Money

Unit 5: The Government Gets Involved

Students learn about taxes, tariffs, government spending, and fiscal policy. They explore the role of the government in maintaining a free-market system and see how laws directly or indirectly affect the choices of consumers, producers, and workers.

- Taxes and Tariffs
- The Government Is a Consumer
- The Government Is a Referee
- The Government Is a Police Officer

Unit 6: The Global Game Board

Students learn about international trade and how globalization affects standards of living and economic growth. They learn about the operations of international and domestic banks, organizations that play a role in the international economy, and the World Trade Organization. They learn about problems that stem from globalization and possible solutions.

- It's a Small World
- International Organizations
- The Challenges of Globalization

Unit 7: Playing the Game Yourself: Personal Finance

Students learn about personal finances: bank accounts, debit and credit cards, checks, and budgets. They learn about the costs of housing, insurance, cars, and college.

- Making Choices
- Planning Ahead
- Give Me Some Credit
- The Responsible Consumer

Unit 8: U.S. and Global Economics Review and Exam

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

- Review
- Exam



HST500: AP[®] U.S. History

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP[®] Exam but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP[®] Exam.

COURSE LENGTH: Two semesters

MATERIALS: AMERICA: *A Narrative History*, by Tindall et al., 7th ed.

PREREQUISITES: Success in a previous history course and a teacher/counselor recommendation

SEMESTER ONE

Unit 1: Foundations of U.S. History (1492-1763)

Students practice critical thinking, identify historians' biases, and read original documents critically. They look at European nations in the late 15th century and their struggle for power in the Americas, the development of the English colonies in North America, and the effects of those colonies on native people. They look at the colonies' assertion of their own right to self-governance. The content in this unit maps to the following sections of the College Board's AP topic outline: Transatlantic Encounters and Colonial Beginnings; Colonial North America; The American Revolutionary Era.

- Introducing AP U.S. History
- Colonial Development
- Governing the Colonies

Unit 2: The American Revolution (1763-1789)

Students look at the roots of rebellion, exploring the British interventions in American colonial affairs between 1763 and 1776 that led some colonists to conclude that they must sever their relationship with England. They look at events during and after the Revolution and the effect independence had on the people living in the former colonies. They examine the creation of the Articles of Confederation and the Constitution, paying particular attention to the political philosophies behind these documents. In the College Board's topic outline, the content in this unit maps to The American Revolutionary Era; The Early Republic.

- The Road to Revolution
- The Revolutionary War
- From Confederation to Constitution

Unit 3: The Early Republic (1789-1824)

Students look at the establishment of the nation's two-party system and the changing role of the federal government. They study the major issues and events that divided the Federalists and the Democratic-Republicans at the end of the 18th century, Jefferson's vision for the United States and the issues that confronted Jefferson and Madison, and the expanding role of the federal government after the War of 1812. In the College Board's topic outline, the content in this unit maps to The Early Republic; Transformation of the Economy and Society in Antebellum America.

- The Federalists
- The Jeffersonian Republicans
- The Rise of Nationalism

Unit 4: The Age of Jackson (1824-1850)

Students explore the presidency of Andrew Jackson, the relocation of Native Americans, and the philosophy of individualism that influenced religion and social reform. They analyze the social and religious changes of the Second Great Awakening and the social reform movements that followed, and investigate literature from this period. They explore the social developments that resulted from post-War of 1812 changes in the national economy. In the College Board's topic outline, the content in this unit maps to The Transformation of Politics in Antebellum America; Religion, Reform, and Renaissance in Antebellum America.

- Jacksonian Democracy
- Jacksonian Reform
- Sectionalism

Unit 5: The Civil War Era (1844-1877)

Students look at Manifest Destiny and the expansion of U.S. territory. They examine the expansion of slavery into the new territories and how this eventually led to the Civil War. They look at the shifting goals of the North, the impact of the Civil War on both North and South, and some important Civil War battles. Finally, students look at the effects of Reconstruction on the politics, society, and economy of the South. In the College Board's topic outline, the content in this unit maps to Territorial Expansion and Manifest Destiny; The Crisis of the Union; Civil War; Reconstruction.

- National Expansion
- The Road to Civil War
- The Civil War
- Reconstruction

Unit 6: Industrialization (1870-1896)

Students look at the rapid growth of businesses during the late-19th century, examine the careers of some notable entrepreneurs, and consider the effects of rapid industrialization. They look at the working and living conditions of industrial workers and their efforts to improve their lives. They review social and economic developments in the South, and examine late-19th century patterns of migration and settlement in the West. In the College Board's topic outline, the content in this unit maps to The Origins of the New South; Development of the West in the Late Nineteenth Century; Industrial America in the Late Nineteenth Century; Urban Society in the Late Nineteenth Century.

- Industrial Development
- The New South and New West

Unit 7: Review and Exam

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

- Review
- Exam

SEMESTER TWO

Unit 1: Change and Reform (1877-1917)

In this unit, students look at how urbanization affected the life and culture of people living in the U.S. in the late-nineteenth and early-twentieth centuries. They investigate the rise of new professions, efforts to reform the cities, the experiences of immigrants, and how city life affected popular culture. Then they explore the politics of the late-nineteenth century, focusing especially on progressivism and agrarian Populism. The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline: Urban Society in the Late Nineteenth Century; Populism and Progressivism.

- Urbanization
- Political and Agricultural Reform
- The Progressive Era



Unit 2: Imperialism and World War I (1895-1919)

In this unit, students look at the pre-1898 roots of American imperialism. They also examine U.S. foreign policy after 1898 and its long-term implications. Then they explore America's policy of keeping itself isolated from European affairs, both before and after World War I. They also examine the war itself, paying special attention to how it affected American society. The content in this unit maps to the following section of the College Board's Advanced Placement topic outline: The Emergence of America as a World Power.

- Imperial Expansion
- World War I

Unit 3: The Twenties and Thirties (1920-1939)

In this unit, students begin by exploring the growth of consumer and youth culture in the years following World War I. They also look at the strains of reactionary conservatism that emerged in this era, and consider how modernism affected the art, literature, and science of the period. After studying the U.S. economy and politicians of the 1920s, they consider Roosevelt's attempts to end the Great Depression and how his policies changed over the years. Finally, they examine the effects that the Depression had on the people who lived through it. The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline: The New Era: 1920s; The Great Depression and the New Deal.

- Culture of the 1920s
- Politics and Economics in the 1920s
- Depression and the New Deal

Unit 4: World War II and Containment (1939-1950)

In this unit, students first examine American isolationism, the beginnings of World War II, and America's gradual entry into World War II. Then they explore the effects that World War II had on the U.S. economy, society, and government, and look at the role American fighting forces played in World War II. Finally, they assess the origins of the Cold War, review Cold War clashes between the U.S. and the Soviet Union, and investigate the fears that shaped America's internal politics. The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline: The Second World War; The Home Front During the War; The United States and the Early Cold War.

- Path to War
- World War II
- Containment and the Cold War

Unit 5: Post-War Politics and Society (1945-1970)

In this unit, students explore 1950s culture—from rock 'n' roll and television to evangelism and suburbanization, and on to the critics who spoke out forcefully against the culture in which they lived. They also investigate the tense Cold War relations between the U.S. and the Soviet Union and look at the domestic policies of the Eisenhower administration. Finally, they analyze the events that made the 1960s such a turbulent era politically and culturally, including Vietnam, the civil rights movement, the rise of the New Left and hippie counterculture, and the ascendancy of minority rights movements for Native Americans, Hispanic farm workers, and women. The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline: The United States and the Early Cold War; The 1950s; The Turbulent 1960s.

- Society in the 1950s
- The Eisenhower Years
- Turbulent Times: The 1960s



Unit 6: The Modern Age (1970-Today)

In this unit, students review the presidencies of Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, George Bush, and Bill Clinton. They examine changes in military strategy in Vietnam after 1968 and the continuing antiwar movement. Next, they explore the conservatism of the 1980s and analyze the policies and rhetoric of Ronald Reagan. They also look at the social and cultural trends of the time, including the advent of AIDS and the new popularity of the personal computer. Finally, they analyze how Clinton changed the Democratic Party and how immigration in the 1980s and 1990s helped reshape the nation's demographics. The content in this unit maps to the following sections of the College Board's Advanced Placement topic outline: Politics and Economics at the End of the Twentieth Century; Society and Culture at the End of the Twentieth Century; The United States in the Post-Cold War World.

- The 1970s: At Home and Abroad
- Reagan and Bush: The Conservative Years
- Our Times

Unit 7: Preparing for the AP Exam

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

- U.S. History Review
- Final Course Exam



HST510: AP[®] U.S. Government and Politics

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytic perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP[®] Exam and for further study in political science, law, education, business, and history.

COURSE LENGTH: One semester

MATERIALS: *The Lanahan Readings in the American Polity*, 4th ed.; *American Government*, by Lowi et al., 9th ed.

PREREQUISITES: Success in HST303: U.S. History (or equivalent) and a teacher/counselor recommendation

Unit 1: Foundations of American Government

This unit introduces the study of American politics, presents three important ways of looking at the American political system, and examines the constitutional foundations and federal framework of American politics. Students see how the political institutions that make up our system (interest groups, political parties, and Congress) are shaped. In the College Board's topic outline, the content in this unit maps to I. Constitutional Underpinnings of United States Government (Considerations that influenced the formulation and adoption of the Constitution; Separation of powers; Federalism; Theories of democratic government).

- Politics in a Democracy
- Constitutional Foundations
- Federalism

Unit 2: Political Beliefs and Attitudes

This unit focuses on political beliefs and attitudes and how they shape the American political process. Students explore the political norms and values shared by most Americans and the important ways in which we distinguish ourselves politically from one another. In the College Board's topic outline, the content in this unit maps to II. Political Beliefs and Behaviors (Beliefs that citizens hold about their government and its leaders; Processes by which citizens learn about politics; The nature, sources, and consequences of public opinion; Factors that influence citizens to differ from one another in terms of political beliefs and behaviors).

- Political Culture
- Public Opinion in America

Unit 3: Political Parties, Elections, Interest Groups, and the Media

Students examine the linkage institutions in the American political system—political parties, elections, interest groups, and the mass media. They look at the function and structure of political parties, the history of the two-party system, and the ways it encourages a relatively moderate ideological climate. They see how interest groups seek to influence public policy how the mass media provides most Americans with the majority of their political information. In the College Board's topic outline, the content in this unit maps to II. Political Beliefs and Behaviors (The ways in which citizens vote and otherwise participate in political life); III. Political Parties, Interest Groups, and Mass Media (Political parties and elections; Interest groups; The mass media).

- Political Parties
- Campaigns and Elections
- Interest Groups
- The Media



Unit 4: Institutions of American Government

Students look at the structure, functions, and interactions of the three branches of the federal government. They learn about Congress, the presidency, the federal bureaucracy, the federal judiciary, and the checks and balances that determine how these institutions relate to each other. In the College Board's topic outline, the content in this unit maps to IV. Institutions of National Government (The Congress, the Presidency, the Bureaucracy, and the Federal Courts).

- Congress
- The Presidency
- The Bureaucracy
- The Courts
- Checks and Balances

Unit 5: Civil Liberties and Civil Rights

Students learn the difference between civil liberties and civil rights. In the study of civil liberties, they look at First Amendment issues and the rights of criminal defendants. In the study of civil rights, they look at the struggles for racial and gender equality in America and the role of the courts in shaping these struggles. In the College Board's topic outline, the content in this unit maps to VI. Civil Rights and Civil Liberties.

- Civil Liberties
- Civil Rights

Unit 6: Public Policy in American Government

Students examine the basic products of our political process—policies. They learn about domestic policy, and how different types of policies have different types of politics. The political debate over an issue such as agricultural policy, and the participants in such a debate, will be distinct from the debate over welfare reform. Then they learn issues of foreign policy. In the College Board's topic outline, the content in this unit maps to V. Public Policy (Policy making in a federal system; The formation of policy agendas; The role of institutions in the enactment of policy; The role of the bureaucracy and the courts in policy implementation and interpretation; Linkages between policy processes).

- Domestic Policy
- Foreign and Defense Policies

Unit 7: Preparing for the AP® Exam

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

- Review and Exam
- Final Course Exam



HST520: AP[®] Macroeconomics

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP[®] Exam and for further study in business, political science, and history.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: Success in MTH303: Algebra II (or equivalent) and a teacher/counselor recommendation

Unit 1: What Is Economics?

Students learn the different types of economic systems and how economists analyze them. They explore graphs and equations; two key tools economists use to analyze data and present theories. In the College Board's topic outline, the content in this unit maps to Topic I: Basic Economic Concepts (Scarcity: the nature of economic systems; The functions of any economic system).

- What Is Economics?

Unit 2: Basic Economic Concepts

Students learn the way economists study people's alternatives, the economic decisions people make, and demand and supply as tools for economic market analysis. In the College Board's topic outline, the content in this unit maps to Topic I: Basic Economic Concepts (Opportunity costs and production possibilities; Specialization and comparative advantage; Demand, supply, price determination).

- Costs and Benefits
- Production and Trade
- Demand and Supply

Unit 3: Macroeconomic Variables

Students are introduced to analyzing spending and income of different sectors of an economy, real gross domestic product, the business cycle, unemployment, interest rates, and issues associated with inflation. In the College Board's topic outline, the content in this unit maps to Topic I: Basic Economic Concepts (Gross national product, gross domestic product, and national income concepts; Inflation and price indices; Unemployment).

- Gross Domestic Product
- Business Cycles and Unemployment
- Inflation

Unit 4: The AD/AS Model

Students are introduced to the AD/AS Model, aggregate supply and demand, full employment, and changes in equilibrium. In the College Board's topic outline, the content in this unit maps to Topic III: National Income and Price Determination (Aggregate supply; Aggregate demand).

- Aggregate Demand and Aggregate Supply
- Short-Run AD/AS Equilibrium
- Long-Run AD/AS Equilibrium



Unit 5: Keynesian Economics and Fiscal Policy

Students learn about consumption, investment, Keynesian economics, and fiscal policy. In the College Board's topic outline, the content in this unit maps to Topic III: National Income and Price Determination (Aggregate supply; Aggregate demand; Fiscal-monetary mix).

- The Keynesian Model
- Keynes in AD/AS
- Fiscal Policy

Unit 6: Money

Students learn about money and money demand, the banking system, the Federal reserve and monetary policy, and the combined effects of monetary and fiscal policies. In the College Board's topic outline, the content in this unit maps to Topic III: National Income and Price Determination (Aggregate demand; Money and banking; Fiscal-monetary mix).

- Money and Banks
- Monetary Policy
- Monetary and Fiscal Policy

Unit 7: International Economics

Students learn about the role of international trade, exchange rates, trade barriers, balance of payments, and the effects of government policy amid active international exchange. In the College Board's topic outline, the content in this unit maps to Topic III: National Income and Price Determination (Fiscal-monetary mix), Topic IV: Economic Growth, and Topic V: International Finance, Exchange Rates, and Balance of Payments (International and policy, International finance, exchange rates, and balance of payments).

- Trade
- An Open Economy

Unit 8: Preparing for the AP Exam

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

- Comprehensive Macroeconomics Review and AP Exam Practice



HST530: AP[®] Microeconomics

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP[®] Exam and for further study in business, history, and political science.

COURSE LENGTH: One semester

MATERIALS: None

PREREQUISITES: Success in MTH303: Algebra II (or equivalent) and a teacher/counselor recommendation

Unit 1: What Is Economics?

Students are introduced to the field of economics, what economists study, and the different types of economic systems used throughout the world. They explore graphs and equations, two key tools economists use to present their data and illustrate basic economic concepts. In the College Board's topic outline, the content in this unit maps to Topic I: Basic Economic Concepts (Scarcity: the nature of economic systems; The functions of any economic system).

- What Is Economics?

Unit 2: Basic Economic Concepts

Students are introduced to the Production Possibilities Frontier—a tool economists use to study the opportunity costs of production decisions. They learn about absolute and comparative advantage, specialization, and the scientific method. In the College Board's topic outline, the content in this unit maps to Topic I: Basic Economic Concepts (Opportunity costs and production possibilities; Specialization and comparative advantage).

- Costs, Benefits, and PPF
- Production and Trade
- The Scientific Tools of Economics

Unit 3: Demand, Supply, Elasticity, and Choice

Students learn about the law of demand, examining demand schedules, demand curves, change in quantity demanded, and change in demand. Then they are introduced to the law of supply. They look at market equilibrium and the concept of elasticity. Finally, they explore the utility, or satisfaction, consumers expect to receive from using a particular good or service, consumer equilibrium, and the law of diminishing marginal utility. In the College Board's topic outline, the content in this unit maps to Topic II: The Nature and Functions of Product Markets (Supply and demand; Models of consumer choice).

- Demand
- Supply
- Market Equilibrium and Price Determination
- Elasticity and Consumer Choice



Unit 4: Firm Production, Costs, and Revenue

Students learn three different ways firms can be organized and two major economic ideas: costs and profits. They learn how cost relates to diminishing marginal product, the relationship between marginal cost and marginal returns, and economies and diseconomies of scale. In the College Board's topic outline, the content in this unit maps to Topic II: The Nature and Functions of Product Markets (Firm production, costs, revenues).

- Firm Production
- Costs in the Short Run and Long Run

Unit 5: Market Structure

Students are introduced to four separate market structures: perfect competition, monopolistic competition, oligopoly, and monopoly. They examine different types of mergers and explore why governments regulate some industries, deregulate others, and leave still others unregulated. In the College Board's topic outline, the content in this unit maps to Topic II: The Nature and Functions of Product Markets (Product pricing and outputs, both in the individual firm and in the market).

- Perfect Competition
- Monopoly and Monopolistic Competition
- Oligopoly
- Comparing Markets and Imperfect Competition

Unit 6: Factor Markets

Students learn the structure of factor markets, and two ways that firms decide how much of each resource to use in production—the least-cost method and the maximum-profit method. Students examine issues specific to different factor markets, the role of unions, and other factors of production including land, capital, and entrepreneurial talent. Finally, they look at interest rates, inflation, economic rent, and measures of profit. In the College Board's topic outline, the content in this unit maps to Topic II: The Nature and Functions of Product Markets (Firm production, costs, revenues; Factor markets).

- Derived Factor Demand
- Special Topics in Factor Demand

Unit 7: Efficiency, Equity, and the Government

Students learn about types of market failures not related to non-competitive behavior, and how the government tries to correct these types of market failures. They explore the distribution of income in the United States, poverty and the government's attempts to alleviate it, and taxes, including the advantages and disadvantages of different tax regimes. In the College Board's topic outline, the content in this unit maps to Topic II: The Nature and Functions of Product Markets (Efficiency and government policy toward imperfect competition) and Topic IV: Efficiency, Equity, and the Role of Government (Externalities; Public goods; Distribution of income).

- Market Failures
- Distribution of Income

Unit 8: Preparing for the AP Exam

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

- Comprehensive Microeconomics Review and AP Exam Practice



HST540: AP[®] Psychology

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP[®] Exam and for further studies in Psychology and Life Sciences.

COURSE LENGTH: One semester

MATERIALS: *Psychology*, by David G. Myers, 8th ed.

PREREQUISITES: Success in SCI203: Biology and a teacher/counselor recommendation

Unit 1: History and Perspectives of Psychology

Students trace the historical roots of psychology, and identify several of its pioneers and the major perspectives and fields in psychology today. They look at the components of a psychology experiment, ethical concerns, statistical inferences, and the difference between causation and correlation.

- History and Perspectives of Psychology
- Research Methods
- Basic Statistics

Unit 2: Perception and Consciousness

Students look at interconnected biological systems that direct human behavior, influence thought, and ultimately make people who they are. They explore the mysteries of the human brain, including how the brain works and how it perceives. Students explore the brain asleep and awake, the role of sleep and dreaming, and the use of hypnosis. They delve into the concept of consciousness and examine how drugs affect the nervous system.

- The Nervous and Endocrine Systems
- Genetic Influences
- Sensation and Perception
- Consciousness

Unit 3: Thinking and Feeling

Students examine the ways people learn, remember, think, communicate, and forget. They look at how people experience and express emotion, and how they cope with stress. Students look at creativity, memorization, and motivation.

- Classical and Operant Conditioning
- Cognitive and Social Approaches to Learning
- Memory
- Cognition Problem Solving and Creativity
- Language
- Motivation and Emotions
- Stress Health and Coping



Unit 4: Development Testing and Individual Differences

Students examine the human journey from conception to death, learning the factors that influence physical, cognitive, social, and moral development. Students look at the impact of genetics and environment on behavior, whether development is a gradual and continuous process or a discontinuous sequence of stages, and whether an individual's personality remains stable or changes throughout life. Students will learn the four major perspectives on personality: trait perspective, humanistic approach, social-cognitive approach, and Freud's psychoanalytic theory.

- Studying Child Development
- Major Theories of Human Development
- Personality
- Testing and Individual Differences

Unit 5: Abnormal Psychology and Social Psychology

Students look at the major categories of mental illness and their symptoms, as well as treatment techniques from psychoanalytic dream analysis and free association to behaviorism systematic desensitization and aversion therapy. They learn about social psychology, including how people form attitudes, what causes or promotes attraction, and aggressive behavior.

- Abnormal Psychology
- Treatments
- Attitudes and Social-Cognitive Theories
- Groups and Intergroup Relations

Unit 6: Course Review and Exam

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

- Review
- 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

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 20th 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 18th 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

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

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



MTH102: Math Foundations

Students assess their mastery and focus on skills that need reinforcement. They practice skills of mathematical reading, writing, and reasoning. Topics include number sense; statistics, data analysis, and probability; functions; measurement and geometry; and algebraic concepts. Throughout the course, students use Real-World Connection and Geometry Infusion problems to apply mathematical skills to real-life situations.

COURSE LENGTH: Two semesters

MATERIALS: None

PREREQUISITES: Middle school math, or equivalent (minimum)

SEMESTER ONE OUTLINE

UNIT 1: NUMBER SENSE

Lesson 1: Operations with Whole Numbers

Topic 1: Addition and Subtraction

Topic 2: Rounding Whole Numbers

Topic 3: Estimating Sums and Differences

Topic 4: Multiplication

Topic 5: Division

Topic 6: Estimation of Products and Quotients

Topic 7: Factors

Topic 8: Prime and Composite Numbers

Topic 9: Greatest Common Factor and Least Common Multiple

Topic 10: Test Taking Strategies

Lesson Activities:

- 9 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Using Exact Answers vs. Estimates

Lesson Assignments and Assessments:

- Lesson 1 Quiz



Lesson 2: Decimal Numbers

Topic 1: Decimal Number Notation

Topic 2: Reading and Writing Decimals

Topic 3: Converting Between Decimals and Fractions

Topic 4: Rounding Decimals

Topic 5: Adding Decimals

Topic 6: Subtracting Decimals

Topic 7: Multiplying Decimals

Topic 8: Dividing Decimals

Topic 9: Decimal Applications

Lesson Activities:

- 9 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 2 Quiz

Lesson 3: Fractions

Topic 1: Multiplying Fractions

Topic 2: Reciprocals

Topic 3: Dividing Fractions

Topic 4: Problem Solving with Fractions

Topic 5: Adding Fractions

Topic 6: Adding Mixed Numbers

Topic 7: Subtracting Fractions

Topic 8: Subtracting Mixed Numbers

Lesson Activities:

- 9 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 3 Quiz



Lesson 4: Operations with Positive and Negative Numbers

Topic 1: Introduction to Integers

Topic 2: Adding Integers

Topic 3: Subtracting Integers

Topic 4: Multiplying Integers

Topic 5: Dividing Integers

Lesson Activities:

- 5 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Operations with Positive and Negative Numbers

Lesson Assignments and Assessments:

- Lesson 4 Quiz

Lesson 5: Exponents

Topic 1: Evaluating Exponents

Topic 2: Laws of Exponents

Topic 3: Negative Exponents

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 5 Quiz

Lesson 6: Square Roots

Topic 1: Finding and Estimating Square Roots

Topic 2: Order of Operations

Topic 3: Combining Operations and Other Numbers

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 6 Quiz

Lesson 7: Scientific Notation

Topic 1: What is Scientific Notation?

Topic 2: Converting to Standard Form

Topic 3: Converting to Scientific Notations

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 7 Quiz

Lesson 8: Converting Percents and Applications

Topic 1: Converting Percents to Fractions

Topic 2: Converting Fractions to Percents

Topic 3: Converting Decimals and Percents

Topic 4: Using Proportions to Solve Problems

Topic 5: Simple Interest

Topic 6: Compound Interest

Topic 7: Taxes and Discounts

Topic 8: Percentage Increases and Markups

Lesson Activities:

- 8 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Making the Most of Your Shopping Dollar

Lesson Assignments and Assessments:

- Lesson 8 Quiz



Lesson 9: Mathematical Reasoning

Topic 1: Mathematical Reasoning – Inductive Reasoning and Conjectures

Lesson Activities:

- 1 Practice Set
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 9 Quiz
- Mathematical Reasoning Assignment

Unit Assignments and Assessments:

- Unit 1 Exam

UNIT 2: STATISTICS, DATA ANALYSIS, AND PROBABILITY

Lesson 1: Data Organizers and Statistics

Topic 1: Pictographs

Topic 2: Bar Graphs

Topic 3: Line Graphs

Topic 4: Circle Graphs

Topic 5: Appropriate Use of Graphs

Topic 6: Deceptive Graphs

Topic 7: Mean, Median, Mode and Range

Lesson Activities:

- 7 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Reading and Interpreting Graphs

Lesson Assignments and Assessments:

- Lesson 1 Quiz

Lesson 2: Scatter Plots

Topic 1: Interpreting Scatter Plots Correlation

Lesson Activities:

- 1 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Real Life Correlations

Lesson Assignments and Assessments:

- Lesson 2 Quiz

Lesson 3: Probability

Topic 1: Probability of an Event

Topic 2: Probability of Compound Events

Lesson Activities:

- 2 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Occupations and Probability

Lesson Assignments and Assessments:

- Lesson 3 Quiz

Lesson 4: Mathematical Reasoning

Topic 1: Mathematical Reasoning – Trend Lines

Lesson Activities:

- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Mathematical Reasoning Assignment: Trend Lines

Lesson Assignments and Assessments:

- Lesson 4 Quiz

Unit Assignments and Assessments:

- Unit 2 Exam

UNIT 3: ALGEBRA AND FUNCTIONS MODULE

Lesson 1: Writing and Simplifying Expression

Topic 1: Algebraic Expressions

Topic 2: Expressions with Multiple Operations and Inequalities

Topic 3: Numerical Expressions

Topic 4: Exponents and Order of Operations

Lesson Activities:

- 6 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Order of Operations

Lesson Assignments and Assessments:

- Lesson 1 Quiz

Lesson 2: Solving Equations and Inequalities

Topic 1: Solving Equations by Addition or Subtraction

Topic 2: Solving Equations with Two Operations

Topic 3: Using Inequalities

Topic 4: Addition and Subtraction Properties of Inequality

Topic 5: Inequalities with Multiplication and Division – Level 1

Lesson Activities:

- 6 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: How to Solve Inequalities

Lesson Assignments and Assessments:

- Lesson 2 Quiz

Lesson 3: Operations with Monomials

Topic 1: Multiplying Monomials

Topic 2: Powers of Monomials

Topic 3: Dividing Monomials

Topic 4: Simplifying Radicals with Even Powers

Lesson Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 3 Quiz

Lesson 4: Linear Equations

Topic 1: Equations with Two Variables

Topic 2: Graphing Linear Equations

Topic 3: Graphing Applications: Fixed and Variable Costs

Topic 4: Slope of a Line

Topic 5: Slope-Intercept Form

Lesson Activities:

- 5 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Describing Linear Equations

Lesson Assignments and Assessments:

- Lesson 4 Quiz

Lesson 5: Direct Variation

Topic 1: Direct Variation Defined

Topic 2: Direct Variation Applications

Topic 3: Graphing Direct Variations

Lesson Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 5 Quiz

Lesson 6: Graphs of Quadratic and Cubic Equations

Topic 1: Quadratic Equations

Topic 2: Cubic Equations

Lesson Activities:

- 2 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 6 Quiz

Lesson 7: Mathematical Reasoning

Topic 1: Mathematical Reasoning – Using Graphs to Predict Data

Lesson Activities:

- 1 Set of Practice Problems
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Notebook: Mathematical Reasoning Assignment

Unit Assignments and Assessments:

- Unit 3 Exam

SEMESTER TWO OUTLINE

UNIT 1: MEASUREMENT AND GEOMETRY

Lesson 1: Units of Measurement

Topic 1: The Metric System

Topic 2: The English Customary System

Topic 3: Conversions with Dimensional Analysis

Topic 4: Dimensional Analysis Applications

Topic 5: Test Taking Strategies

Lesson Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 1 Quiz

Lesson 2: Perimeter, Circumference, and Area

Topic 1: Perimeter and Circumference

Topic 2: Area

Topic 3: Area and Perimeter of Irregular Shapes



**Lesson Activities:**

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 2 Quiz

Lesson 3: Surface Area and Volume

Topic 1: Three-Dimensional Shapes

Topic 2: Surface Area

Topic 3: Volume – Level 1

Topic 4: Volume and Surface Area of Irregular Solids

Lesson Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 3 Quiz

Lesson 4: Pythagorean Theorem

Topic 1: Square Roots

Topic 2: Pythagorean Theorem

Lesson Activities:

- 2 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 4 Quiz

Lesson 5: Geometric Proportions

Topic 1: Similarity

Topic 2: Scale Drawings

Topic 3: Scale Factors

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Scale Factoring Pies

Lesson Assignments and Assessments:

- Lesson 5 Quiz

Lesson 6: Polygon Relationships

Topic 1: Coordinate Plane

Topic 2: Graphing Polygons with Coordinate Planes

Topic 3: Congruent Figures

Topic 4: Transformations

Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Similar and Congruent Figures

Lesson Assignments and Assessments:

- Lesson 6 Quiz

Lesson 7: Mathematical Reasoning

Topic 1: Mathematical Reasoning – Inductive and Deductive Reasoning

Lesson Activities:

- 1 Practice Set
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Notebook: Inductive and Deductive Reasoning

Unit Assignments and Assessments:

- Unit 1 Exam

UNIT 2: ALGEBRA 1

Lesson 1: Performing Operations

Topic 1: Square Roots

Topic 2: Exponents

Topic 3: Opposites and Reciprocals

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 1 Quiz

Lesson 2: Solving Equations Analytically

Topic 1: Solving Equations by Addition or Subtraction

Topic 2: Solving Equations with Multiplication and Division – Level 1

Topic 3: Solving Equations by Combining Methods

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 2 Quiz

Lesson 3: Equations and Problem Solving

Topic 1: Equations with Variables on Both Sides

Topic 2: Equations with Parentheses

Topic 3: Equations with Fractions

Topic 4: Equations with Decimals

Topic 5: Combined Techniques

Lesson Activities:

- 5 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Equations with Fractions and Decimals

Lesson Assignments and Assessments:

- Lesson 3 Quiz

Lesson 4: Inequalities

Topic 1: Using Inequalities

Topic 2: Addition and Subtraction Properties of Inequality

Topic 3: Multiplication and Division Properties of Inequality – Level 2

Lesson Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Explaining Algebraic Procedures

Lesson Assignments and Assessments:

- Lesson 4 Quiz

Lesson 5: Absolute Values

Topic 1: Equations with Absolute Value

Topic 2: Inequalities with Absolute Value

Topic 3: Inequalities with Absolute Value using Sets of Integers

Lesson Activities:

- 5 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 5 Quiz

Lesson 6: Graphing of Linear Equations

Topic 1: Equations with Two Variables

Topic 2: Slope-Intercept Form

Topic 3: Writing the Equations of Lines

Topic 4: Parallel Lines

Topic 5: Applications of Linear Equations

Lesson Activities:

- 5 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 6 Quiz

Lesson 7: Solutions by Graphing

Topic 1: Graphing Systems of Equations

Topic 2: Graphing Linear Inequalities

Topic 3: System of Inequalities

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 7 Quiz

Lesson 8: Solving Systems of Equations

Topic 1: The Substitution Method

Topic 2: Problem Solving Using Two Variables

Topic 3: The Addition Method

Topic 4: The Multiplication and Addition Method

Lesson Activities:

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 8 Quiz

Lesson 9: Monomials

Topic 1: Multiplying Monomials with Variables and Exponents

Topic 2: Powers of Monomials

Topic 3: Dividing Monomials

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 9 Quiz

Lesson 10: Combining Polynomials

Topic 1: Adding and Subtracting Polynomials

Topic 2: Multiplying a Polynomial by a Monomial

Topic 3: Multiplying Binomials

Topic 4: Dividing Polynomials

**Lesson Activities:**

- 4 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Assignments and Assessments:

- Lesson 10 Quiz

Lesson 11: Application of Algebraic Techniques

Topic 1: Rate Problems

Topic 2: Work Problems

Topic 3: Percent Mixture Problems

Lesson Activities:

- 3 Practice Sets
- Vocabulary Review and Self-Check Review Problems

Lesson Discussion:

- Topic: Percent Mixtures – Write Your Own Problem

Lesson Assignments and Assessments:

- Lesson 11 Quiz

Lesson 12: Mathematical Reasoning

Topic 1: Mathematical Reasoning – Relevant Information and Accurate Estimates

Lesson Activities:

- 1 Practice Set
- Lesson Review

Lesson Discussion:

- Topic: Relevant Estimation and Accurate Estimates

Lesson Assignments and Assessments:

- Notebook: Relevant Information and Accurate Estimates

Unit Assignments and Assessments:

- Unit 2 Exam



MTH122: Algebra I

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry, including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

COURSE LENGTH: Two semesters

MATERIALS: *Algebra I: A Reference Guide and Problem Sets*

PREREQUISITES: MTH112: Pre-Algebra

SEMESTER ONE

Unit 1: Algebra Basics

The English word algebra and the Spanish word *algebrista* both come from the Arabic word *al-jabr*, which means “restoration.” A barber in medieval times often called himself an *algebrista*. The *algebrista* also was a bonesetter who restored or fixed bones. Mathematicians today use algebra to solve problems. Algebra can find solutions and “fix” certain problems that you encounter.

- Semester Introduction
- Expressions
- Variables
- Translating Words into Variable Expressions
- Equations
- Translating Words into Equations
- Replacement Sets
- Problem Solving

Unit 2: Properties of Real Numbers

There are many different kinds of numbers. Negative numbers, positive numbers, integers, fractions, and decimals are just a few of the many groups of numbers. What do these varieties of numbers have in common? They all obey the rules of arithmetic. They can be added, subtracted, multiplied, and divided.

- Number Lines
- Sets
- Comparing Expressions
- Number Properties
- Distributive Property
- Algebraic Proof
- Opposites and Absolute Value

Unit 3: Operations with Real Numbers

There are many different kinds of numbers. Negative numbers, positive numbers, integers, fractions, and decimals are just a few of the many groups of numbers. What do these varieties of numbers have in common? They all obey the rules of arithmetic. They can be added, subtracted, multiplied, and divided.

- Addition
- Subtraction
- Multiplication
- Reciprocals and Division

Unit 4: Solving Equations

The Greek mathematician Diophantus is often called “the father of algebra.” His book *Arithmetica* described the solutions to 130 problems. He did not discover all of these solutions himself, but he did collect many solutions that had been found by Greeks, Egyptians, and Babylonians before him. Some people of long ago obviously enjoyed doing algebra. It also helped them—and can help you—solve many real-world problems.

- Addition and Subtraction Equations
- Multiplication and Division Equations
- Multiple Transformations
- Variables on Both Sides of an Equation
- Transforming Formulas

Unit 5: Solving Inequalities

Every mathematician knows that 5 is less than 7, but when is $y < x$? An inequality symbol can be used to describe how one number compares to another. It can also indicate a relationship between values.

- Inequalities
- Solving Inequalities
- Combined Inequalities
- Absolute Value Equations and Inequalities
- Applications: Inequalities

Unit 6: Applying Fractions

What do a scale drawing, a bicycle’s gears, and a sale at the local store all have in common? They all present problems that can be solved using equations with fractions.

- Ratios
- Proportions
- Percents
- Applications: Percents

Unit 7: Linear Equations and Inequalities

You’ve probably heard the phrase, “That’s where I draw the line!” In algebra, you can take this expression literally. Linear functions and their graphs play an important role in the never-ending quest to model the real world.

- Equations in Two Variables
- Graphs
- Lines and Intercepts
- Slope

- Slope-Intercept Form
- Point-Slope Form
- Parallel and Perpendicular Lines
- Equations from Graphs
- Applications: Linear Models
- Graphing Linear Inequalities

Unit 8: Systems of Equations

When two people meet, they often shake hands or say “hello” to each other. Once they start talking to each other, they can find out what they have in common. What happens when two lines meet? Do they say anything? Probably not, but whenever two lines meet, you know they have at least one point in common. Finding the point at which they meet can help you solve problems in the real world.

- Systems of Equations
- Substitution Method
- Linear Combination
- Applications: Systems of Linear Equations
- Systems of Linear Inequalities

Unit 9: Semester Review and Test

- Semester Review
- Semester Test

SEMESTER TWO

Unit 1: Relations and Functions

A solar cell is a little machine that takes in solar energy and puts out electricity. A mathematical function is a machine that takes in a number as an input and produces another number as an output. There are many kinds of functions. Some have graphs that look like lines, while others have graphs that curve like a parabola. Functions can take other forms as well. Not every function has a graph that looks like a line or a parabola. Not every function has an equation. The important thing to remember is that if you put any valid input into a function, you will get a single result out of it.

- Semester Introduction
- Relations
- Functions
- Function Equations
- Absolute Value Functions
- Direct Linear Variation
- Quadratic Variation
- Inverse Variation

Unit 2: Rationals, Irrationals, and Radicals

Are rational numbers very levelheaded? Are irrational numbers hard to reason with? Not really, but rational and irrational numbers have things in common and things that make them different.

- Rational Numbers
- Terminating and Repeating Numbers
- Square Roots

- Irrational Numbers
- Evaluating and Estimating Square Roots
- Radicals with Variables
- Using Square Roots to Solve Equations
- The Pythagorean Theorem

Unit 3: Working with Polynomials

Just as a train is built from linking railcars together, a polynomial is built by bringing terms together and linking them with plus or minus signs. You can perform basic operations on polynomials in the same way that you add, subtract, multiply, and divide numbers.

- Overview of Polynomials
- Adding and Subtracting Polynomials
- Multiplying Monomials
- Multiplying Polynomials by Monomials
- Multiplying Polynomials
- The FOIL Method

Unit 4: Factoring Polynomials

A polynomial is an expression that has variables that represent numbers. A number can be factored, so you should be able to factor a polynomial, right? Sometimes you can and sometimes you can't. Finding ways to write a polynomial as a product of factors can be quite useful.

- Factoring Integers
- Dividing Monomials
- Common Factors of Polynomials
- Dividing Polynomials by Monomials
- Factoring Perfect Squares
- Factoring Differences of Squares
- Factoring Quadratic Trinomials
- Finding Roots of Polynomials

Unit 5: Quadratic Equations

Solving equations can help you find answers to many kinds of problems in your daily life. Linear equations usually have one solution, but what about quadratic equations? How can you solve them and what do the solutions look like?

- Solving Perfect Square Equations
- Completing the Square
- The Quadratic Formula
- Solving Quadratic Equations
- Equations and Graphs: Roots and Intercepts
- Applications: Area Problems
- Applications: Projectile Motion



Unit 6: Rational Expressions

A fraction always has a number in the numerator and in the denominator. However, those numbers can actually be expressions that represent numbers, which means you can do all sorts of interesting things with fractions. Fractions with variable expressions in the numerator and denominator can help you solve many kinds of problems.

- Simplifying Rational Expressions
- Multiplying Rational Expressions
- Dividing Rational Expressions
- Like Denominators
- Adding and Subtracting Rational Expressions

Unit 7: Logic and Reasoning

Professionals use logical reasoning in a variety of ways. Just as lawyers use logical reasoning to formulate convincing arguments, mathematicians use logical reasoning to formulate and prove theorems. Once you have mastered the uses of inductive and deductive reasoning, you will be able to make and understand arguments in many areas.

- Reasoning and Arguments
- Hypothesis and Conclusion
- Forms of Conditional Statements
- Inductive and Deductive Reasoning
- Analyzing and Writing Proofs
- Counterexample

Unit 8: Semester Review and Test

- Semester Review
- Semester Test



MTH122: Algebra I

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use algebraic applications in geometry, including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

COURSE LENGTH: Two semesters

MATERIALS: *Algebra I: A Reference Guide and Problem Sets*

PREREQUISITES: MTH112: Pre-Algebra

SEMESTER ONE

Unit 1: Algebra Basics

The English word algebra and the Spanish word *algebrista* both come from the Arabic word *al-jabr*, which means “restoration.” A barber in medieval times often called himself an *algebrista*. The *algebrista* also was a bonesetter who restored or fixed bones. Mathematicians today use algebra to solve problems. Algebra can find solutions and “fix” certain problems that you encounter.

- Semester Introduction
- Expressions
- Variables
- Translating Words into Variable Expressions
- Equations
- Translating Words into Equations
- Replacement Sets
- Problem Solving

Unit 2: Properties of Real Numbers

There are many different kinds of numbers. Negative numbers, positive numbers, integers, fractions, and decimals are just a few of the many groups of numbers. What do these varieties of numbers have in common? They all obey the rules of arithmetic. They can be added, subtracted, multiplied, and divided.

- Number Lines
- Sets
- Comparing Expressions
- Number Properties
- Distributive Property
- Algebraic Proof
- Opposites and Absolute Value

Unit 3: Operations with Real Numbers

There are many different kinds of numbers. Negative numbers, positive numbers, integers, fractions, and decimals are just a few of the many groups of numbers. What do these varieties of numbers have in common? They all obey the rules of arithmetic. They can be added, subtracted, multiplied, and divided.

- Addition
- Subtraction
- Multiplication
- Reciprocals and Division

Unit 4: Solving Equations

The Greek mathematician Diophantus is often called “the father of algebra.” His book *Arithmetica* described the solutions to 130 problems. He did not discover all of these solutions himself, but he did collect many solutions that had been found by Greeks, Egyptians, and Babylonians before him. Some people of long ago obviously enjoyed doing algebra. It also helped them—and can help you—solve many real-world problems.

- Addition and Subtraction Equations
- Multiplication and Division Equations
- Multiple Transformations
- Variables on Both Sides of an Equation
- Transforming Formulas

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