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Social Sciences/Social Studies Class Descriptions, 2022-2023

Ancient-Medieval World History

Teacher: Will Hahn

Level: 3 (level up possible)

Credit: 1

Meets: Full year, once weekly (see grid)

Prerequisites: None. This is where History starts!

Text: *Ancient World History: Patterns of Interaction* (Beck, Black et al- McDougall Littel) (editions vary and are often available used. I will furnish a syllabus with page numbers based on my edition, and we can make adjustments as needed)

Homework time expectation: 1-3 hours weekly, varies with reading speed and comprehension

Each weekly chapter assignment is close to 30 pages in length.

Teaching format: Lecture with discussion, four tests, and several PBL (problem-based learning) projects. Note-taking and organization will be important for the long-term retention of terms and ideas used over the course of the year. Students will receive weighted grade-scores in Attendance/Participation, Homework, as well as Test, and problem-based learning (PBL) scores.

Description: What could be the useful purpose of studying people who lived so long ago? The answer to that question leads directly to an examination of how similar the human experience has always been, and always must be. After all, one of these important ancient people was Jesus of Nazareth! Through study of ancient civilizations around the world, we can begin to appreciate that though our ancestors encountered very different conditions and cultures, still they had choices to make that are recognizable to us today.

Students will gain an appreciation of great events and persons who shaped the environment of all later History courses, including Modern World and American History. It is slightly easier than those two offerings, and would make a good starting point for students who have taken no high-school level History.

Note-taking and organization will be important for the long-term retention of terms and ideas used over the course of the year.

Civics/American Government

Teacher: Jessica Bunitsky

Level: 2, 3,4,5

Credit: .5

Meets: Spring semester, once weekly (see grid)

Text: Abeka's American Government in Christian Perspective, **Third Edition**. Amazon has 12 used copies; Christianbook Distributors sells it new. I have some copies of the textbooks available to borrow; first-come, first served.

Additional Fee: \$5 copy fee to be paid directly to Mrs. Bunitsky

Homework time expectation: 2-4 hours weekly

Description: We start by taking the citizenship test for immigrants (online, multiple choice) and to see if we could pass. We will take it again at the end. In between, in class, we will learn to appreciate the government of our great country: why America is a unique nation; and how the founders created a genius system of a federal government with plenty of checks and balances to

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prevent the abuse of power; and how the founders balanced power between the States and Federal government to prevent tyranny—by the government, by the majority, or by the most populous states (by the electoral college, for example). Finally, we will study the history of the Bill of Rights to appreciate the great individual freedoms we enjoy as citizens of our nation. Students will be expected to take notes. Study sheets will be handed out for each test; tests will be the Abeka tests; taken closed book/notes. The midterm test is cumulative; we do not take the final. Also: there will be an opportunity to be in a mock trial (higher levels available if requested by January 6)

Cultural Anthropology

Teacher: Dorie Duquette

Level: 3

Meets: Spring semester, once weekly (see grid)

Credit: .5

Text: *Introducing Cultural Anthropology: A Christian Perspective, 2nd Edition*, by Brian M. Howell and Jenell Paris (ISBN: 978-1-5409-6101-3)

Prerequisite: This class is appropriate for grades 10-12

Homework time expectation: 1.5 to 3 hours

Teaching Format: Lecture, homework, discussion, projects/papers

Description: Cultural anthropology seeks to understand human individuals and groups focused on similarities and differences among human cultures. Major elements of culture are studied, including but not limited to, language, social structure, education, economics, family, power, art, and religion. Although cultural anthropology has similar topics to sociology, cultural anthropology observes the individual's experience in a culture, studies smaller cultures outside of Western cultures, uses qualitative research methods, and compares across cultures. This class is taught at a level 3, but can be adapted to level 2. Students can level up by reading and completing chapters not covered in class.

Economics

Teacher: Jessica Bunitsky

Level: 2, 3,4,5

Credit: .5

Meets: Fall semester, once weekly (see grid)

Text: Abeka's *Economics, Work and Prosperity, SECOND Edition*. Amazon has copies. I have some copies of the textbooks available to borrow; first-come, first served. You can also ask around for used copies.

Additional Fee: \$5 copy fee to be paid directly to Mrs. Bunitsky

Homework time expectation: 2-4 hours weekly

Teaching format: Lecture, discussion, class activities.

Description: This is my favorite class to teach—I loved Economics so much in college that I made it my 2nd major. Learn about: different kinds of economies (capitalism, socialism and communism); the principles of a free market economy; the laws of supply and demand; the good that competition does; the role of government in the economy; and the problems of a command economy, like the Soviet system in Russia in the 20th century. Students will be expected to take notes in class; study sheets will be handed out for each test; we use the Abeka tests, taken closed-

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book/notes. The midterm test is cumulative; we do not take the final. (higher levels available if requested by August 24)

Geography

Teacher: Will Hahn

Level: 3

Credit: .5

Meets: Fall semester, weekly (see grid)

Text: *World Physical Geography*, Brenda Brewer Runkle, ISBN: 978-0-9825-2760-3

Homework time expectation: 2 hours weekly, depending on reading speed

Teaching format: Lecture, discussion, projects

Description: We will spend most of each class studying the physical geography of the world (weather, volcanoes, earthquakes, mountains, lithosphere, biosphere, waterways, etc.) and the rest studying the seven continents. There will be some homework assignments from the textbook and in-class activities. We will have a quiz on every four textbook chapters, including a continent map for country ID. For each continent, the students will have to complete an important facts worksheet about one country from that continent, and deliver an in-class presentation on the same material. The class concludes with Dominion presentations, selected by each student on a topic of man's interaction with the world.

History of the Future

Teacher: Will Hahn

Level: 3 (level up possible)

Credit: .5

Meets: Spring semester, once weekly (see grid)

Prerequisites: Study of ancient world history is helpful; American history not required

Text: This class will be based on a guidebook furnished by the teacher with links to articles and podcasts focused on each weekly topic. More information will be made available in time for download. Based on student interest, a voluntary contribution of \$10 per student will be put into a pool and sent to a cause based on the class vote at the conclusion of the course.

Homework time expectation: 1-3 hours weekly, varies with reading speed and comprehension.

Students will fill in reading sheets from the guide for each week's work (usually 3 articles or podcasts). Students will also make one presentation during the semester (more if they wish to level up).

Teaching format: Class discussion, weekly homework sheets, and a presentation.

Description: Where will we be 50 years from today? All of us are only guessing. This course will help prepare your student directly for the issues we face now and in the future. Let's make that guess an educated one! The class each week will look at a different aspect of the future, based on articles created from various perspectives, and contemplate how the way we live our lives might change. Each week will examine a different aspect of daily life; the teacher will set the tone by presenting changes that have happened over the course of history; students will engage in discussion, based on the homework, to express their opinions and hear those of others on the subject. The class will be polled each week and the results tracked for future reference.

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Homework is assigned on reading questions from internet as well as relevant passages from the Bible, addressing how we should live regardless of era. Students will participate in presenting projects around certain weekly units: those interested in leveling up may do more than the minimum number of projects.

Outline

- I. The Future of Work- hours, occupations, home-work boundaries, automation
- II. The Future of Cities- place in economy and politics, eco-system of close-living populations
- III. The Future of Climate- impact of climate change, mitigation efforts, sustainable energy
- IV. The Future of Moving- electric vehicles, mass transit versus individual ownership, auto-piloted cars
- V. The Future of Fun- virtual reality, sports, leisure time, community, the spirit of competition
- VI. The Future of War- drones and smart bombs, rules of war, terror, civilians, bioweapons
- VII. The Future of Smart- artificial intelligence, robots, changes to education/curriculum
- VIII. The Future of Space- exploration of planets, interplanetary industry, extraterrestrial contact, killer asteroids
- IX. The Future of Old- medical advances, disease, cloning, telesurgery
- X. The Future of News- social media and the internet, disinformation

Philosophy of Utopia

Teacher: Will Hahn

Level: 4 (Level-up possible)

Credit: .5

Meets: Fall semester, once weekly (see grid)

Prerequisites: Not recommended for students who hate having to think.

Text: We will choose from the reading list below. Most titles are available freely (as e-book downloads) through either Amazon or Project Gutenberg.

Homework time expectation: 2-4 hours weekly, varies with reading speed

Teaching format: Typically, we will aim to read about **100 pages per week**; several books will take 2 or 3 class meetings to complete. Students must answer brief questions in the reading guides provided for each story. Level 4 and higher students will read and report on additional works. Enthusiastic and polite participation in class discussion will be an important part of the grade. There is very little chance for a student to catch up, once having fallen behind.

Description: Various great thinkers of the past have shown us their view of the ideal society or best ruler. What values lie behind these thoughts, can we agree with their ideas, and what does our faith tell us about government and our dealings with each other?

Students will read some of the great works focused on the ideal government and the notion of justice, and discuss each week their own ideas and opinions in response.

Reading list: Chosen from among the following

Plato, *The Republic*

Machiavelli, *The Prince*

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More, *Utopia*
Abbott, *Flatland*
Sophocles, *Antigone*
Shakespeare, *Measure for Measure*

Psychology I, Introduction to Psychology

Teacher: Claire Ritter

Level: 3/4

Credit: .5

Meets: Fall Semester, Mondays (see grid)

Text: *Psychology, A Christian Perspective High School Edition* (ISBN: 0981558720, ISBN13: 9780981558721)

Homework time expectation: 2-3 hours weekly

Description: This class will be a survey course discussing the main theories and history of psychology usually discussed in a college-level psychology class. We will seek to not only understand the concepts of psychology but to also think critically about them and how they fit into the Christian worldview. This is a level 3 class however additional work will be available for those wishing to earn a Level 4. Class will consist mainly of reading, in-class discussion, homework questions, completing tests, and a project. Student participation is expected.

Psychology II - Developmental Neuropsychology

Teacher: Claire Ritter

Level: 3

Credit: .5

Class fee: \$10 for copies

Meets: Spring Semester, Mondays (see grid)

Text: *None required. I will assemble packets of information for students to serve as their textbook.*

Homework time expectation: 2-3 hours weekly

Prerequisite: Introduction to Psychology

Teaching format: Lecture, in class activities, discussion, weekly homework in written and creative form, tests.

Description: The focus of this class will be developmental neuropsychology. We will learn about the different parts and functions of the brain, how the brain develops as we grow, and will explore how the brain and nervous system influence our cognition and behaviors. This class will be interactive and requires student participation.