Revised 4/2/2026

Social Studies Class Descriptions 2026-2027

Civics/American Government

Teacher: Jessica Bunitsky
Level: 2, 3, 4, or 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.
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 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)

Geography

Teacher: Will Hahn
Level: 3
Credit: .5
Meets: Spring 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 some will deliver an in-class presentation on the same material each time. The class concludes with Dominion presentations, selected by each student on a topic of man's interaction with the world.

Economics

Teacher: Jessica Bunitsky
Level: 2, 3, 4, or 5
Credit: .5
Meets: Fall semester, once weekly (see grid)

Text: Abeka Work and Prosperity, either the second edition (from the MSA library or an old MSA student); OR the third edition direct from Abeka, also available in digital format. Note: you only need the student edition.
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-book/notes. The midterm test is cumulative; we do not take the final. (higher levels available if requested by August 24)

Modern World History (this class also can fulfill the 1 credit of US History requirement)
Teacher: Will Hahn
Level: 3 (level up possible with papers)
Credit: 1
Meets: Full year, once weekly (see grid)
Prerequisites: If you have had Ancient-Medieval History, fine. If not, you'll catch up.
Text: *Modern World History: Patterns of Interaction, McDougal Littell.*
ISBN 978-0-618-69012-1 (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: Presentation with Q&A, 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: How did the world get to be the way it is today? Where did these issues dominating the news come from, how long have some of these things been going on?
Starting with the Renaissance and Reformation, and running through the emergence of strong nation-states and empires of the 19th century, the cataclysmic World Wars and the emergence of superpowers in the 20th century, and even verging into the politics, social changes and impacts of technology coming into the 21st century, we intend to hear this story.
Most classes will consist of presentation interspersed with discussions and Q&A. Meeting just once a week will mean a significant reading load between classes and a range of sample-topics, rather than a rigorous review for each decade of history. With PBL exercises, and discussion students will experience the situation of historical persons and the decisions they had to make. In turn this will bring them a heightened appreciation in the near future when they make such choices for themselves.

Psychology I, Introduction to Psychology
Teacher: Crisi Morris
Level: 3
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. Class will consist mainly of reading, in-class discussion, homework questions, completing tests, and a project. Student participation is expected.

Psychology II – Brain, Mind & Behavior
Teacher: Crisi Morris
Level: 3
Credit: .5
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, and projects.
Description: The focus of this class will be developmental neuropsychology and exploring the brain beyond the surface. 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. Other topics to be covered include Neuroplasticity, Birth Order, Brain on Fire, Abnormal Psychology, Social Identity Theory Experiments, Motivation and the Influence of Social Media, and Psychology of Serial Killers/Mass Murderers. This class will be interactive and requires student participation.

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 5 students will read and report on additional works. Enthusiastic and polite participation is 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.

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