



Humanities Department Curriculum Guide

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Humanities at Gateway

What is Humanities?

Humanities combines the study of English language arts with social science, with a focus on the key literacy skills essential to both disciplines. Our units of study often pair the study of a particular historical period or social science theme with the study of literature connected to that period or theme. Humanities is also about the development of high-level literacy skills that can be applied across many disciplines in college and in the world beyond college.

What are the power standards emphasized in all grades?

The core skill emphasized in Humanities is argumentation. In order to support students in developing this skill, we focus on helping students:

- Read and make meaning of complex texts at their grade level.
- Integrate and evaluate multiple sources of information on a topic.
- Cite strong evidence from these sources to support their ideas.
- Construct strong arguments based on valid reasoning and evidence.

What other values or desired outcomes guide curriculum planning?

Humanities often means focusing on the concepts of justice and power, and thus a strong value of social justice guides the selection of many themes and topics over the four years at Gateway. In addition, units are often structured so that students can demonstrate their learning on multiple occasions, chart their progress and reflect on their growth and ongoing challenges.

What are the key practices across all grades?

Because of Humanities' focus on literacy skills, all grade levels have an independent reading program in which students choose their own books and seek to build their interest and skills in reading. In order to support writing skills, teachers provide feedback to students regularly and have one-on-one conferences with students about their writing. Classroom discussions, sometimes in the form of student-led Socratic Seminars, are also a key element of Humanities, as they help students develop their thinking on a particular topic or theme. Frequent reflections build

students' metacognition as lifelong learners.

Humanities 9

Key Learning Goals - *By the end of the school year, all Humanities 9 students should be able to ...*

- Writing:
 - Have a clear, coherent, complex argument that is fully proven through evidence and analysis
 - Development of complex thematic statements
 - Select potent evidence & analyze significance of a variety of literary devices
- Reading:
 - Interpret underlying meaning in increasingly difficult text; communicate the effect of style
 - Use context clues to determine the meaning of unknown vocabulary
 - Derive speaker, tone, purpose, and track developments in character and theme
- Speaking & Listening
 - Shares ideas regularly, know when to step back and let others speak
 - Be insightful, helpful, and respectful in discussions
 - Lead discussion

Units of Study - Semester 1

Unit and Guiding Questions	Text(s)	Assessment(s)
<u>1- Community and Culture</u> How is culture created?	Excerpts from <i>The Ohlone Way</i> by Malcom Margoline and <i>1491</i> by Charles Mann Primary sources about the Ohlone	- Identity Introduction - Culture written response
<u>2-Social Constructs and Identity</u> What is a social construct and does it inform our identity?	<i>The Mask You Live In</i> Documentary <i>Stamped</i> by Jason Reynolds and Ibram X. Kendi "The Lottery" by Shirley Jackson	- Social Construct Quiz - Symbolism written response
<u>3-Dominant and Counter Narratives</u> What is the danger of dominant narratives and how do people counter those narratives?	The Bear Who Wasn't short story <i>I Was Their American Dream</i> by Malaka Gharib	- Essay: <i>IWTAD</i> - Socratic Seminar: <i>IWTAD</i>
<u>4- Systems of Power and Colonization in Africa</u> What are the systems of power, and how are these systems used to oppress or change culture?	<i>Black Panther (2018)</i> dir. Ryan Coogler "Meeting on the Congo" primary texts Documentary- TBD	- Socratic Seminar: Black Panther "Meeting on the Congo" written response 3 I's of Oppression Quiz
<u>5- Imperialism in Asia</u> How have different cultures	Primary and Secondary source research packets	Imperialism in Asia: Group Presentation

responded to imperialism?		Imperialism in Asia: Compare and Contrast Assessment
<u>6- Strategies for Change and South African Apartheid</u> How do people use strategies for change to gain power and liberation?	Excerpts from <i>Born a Crime</i> by Trevor Noah <i>Long Walk to Freedom (2013)</i> dir. Justin Chadwick	- Historical Quiz: South Africa before Apartheid - Final Assessment for Semester 1

Units of Study - Semester 2

Unit and Guiding Questions	Text(s)	Assessment(s)
<u>7 - Mexico - Dictatorship & Resistance</u> How do people use strategies for change to gain power and liberation?	A mix of secondary and primary sources about the Porfirio Diaz dictatorship from 1896-1911 A mix of secondary and primary sources about the Zapatista resistance movement that began in 1994	- History Quiz - Timed Write: Primary Source Analysis
<u>8 - Resistance in Literature</u> How do individuals' act of courage shape personal identity and social change?	Secondary and primary sources about the Dominican Republic <i>In the Time of the Butterflies</i> by Julia Alvarez	- History Quiz - Literary Analysis Essay - Socratic Seminar
<u>9 - Social Movements in the United States - Gender Equality & Queer Liberation</u> How is storytelling used to gain liberation?	<i>The Life and Death of Marsha P Johnson</i>, a documentary film	Multimedia presentation
<u>10 - Identity & Voice</u> How do we establish voice in stories and our day-to-day lives?	<i>The Poet X</i> by Elizabeth Acevedo	One-Pager (visual analysis of the novel)
<u>11 - Social Movement: Research Capstone</u> Combines all of the questions we've explored this year!	Primary and Secondary source research packets	Podcast/Video Essay Exhibition
<u>12 - Portfolio</u> How have I grown and changed over the year? Which assignments show	Proficiency assignments from throughout the year!	Portfolio Presentation to a Panel illustrating what the students learned this year

Humanities 10

By the end of the school year, Humanities 10 students will be able to ...

- Participate effectively in a range of academic evidence-based discussions
- Develop text-based arguments and analysis with relevant context, specific evidence, and detailed reasoning
- Develop historical thinking skills to analyze primary and secondary sources, including contemporary media
- Develop strategies for independent learning in the face of grade-level appropriate challenge

Unit:	Topics & Core Texts
1: Allure of Fear	"The Fall of the House of Usher" by Edgar Allan Poe (short story) "House Taken Over" by Julio Cortazar (short story) "Where is Here?" - Joyce Carol Oates (short story) "beware: do not read this poem" by Ishmael Reed (poem) "The Raven" by Edgar Allan Poe (poem) "Windigo" by Louise Edrich (poem) "Why Do Some Brains Enjoy Fear?" - Allegra Ringo (article)
2: World War I & Effects	Various primary and secondary historical sources Nationalism & causes of conflict Horror of industrial warfare Colonies & combat: Why "Europe's War" was a global one Global effects of WW1 - How it created the "modern world"
3: The Holocaust	Various primary and secondary historical sources <i>Night</i> by Elie Wiesel (memoir)
4: Materialism	"The Necklace" - Guy de Maupassant (short story) "Civil Peace" - Chinua Achebe (short story)
5: The Cold War	Various primary and secondary historical sources
6: <i>The Kite Runner</i>	<i>The Kite Runner</i> by Khaleid Hosseini (novel)
7: Extending Freedom's Reach	"Inaugural Address" by John F. Kennedy (speech) "Speech at the United Nations" by Malala Yousafzai (speech) "Caged Bird" - Maya Angelou (poem) "The Censors" - Luisa Valenzuela (short story) <i>The Battle of Algiers</i> (film)

History 11: US History

Key Learning Goals *By the end of the school year, all History 11 students should be able to ...*

1. **ANALYZE TEXTS:** Close read literary & historical texts; Explain how details from texts support claims; Use sourcing to evaluate which sources are most reliable, biased or limited.
2. **ORGANIZE WRITING:** Write structured multi-paragraph arguments that are coherent within and between paragraphs. Use the steps of the writing process to deepen and clarify our analyses and personal narratives.
3. **RESEARCH:** Identify credible resources with relevant information for a research project/question. Summarize and paraphrase those resources to develop a deep understanding of an issue. Synthesize multi-media sources to build understanding and support viable claims.
4. **SPEAK AND LISTEN EFFECTIVELY:** Participate constructively in discussions by asking questions, stating clear ideas, and using evidence, as well as building upon the comments and questions of others. Present complex arguments verbally, demonstrating a depth of knowledge. Take risks in posing new questions and perspectives.

Snapshot of History 11

In this course will explore the history of the United States while building our skills as readers, writers, researchers and critical thinkers. We will study U.S. history from diverse perspectives in order to best answer our essential question: ***To what extent has America made progress on its commitment to equality, liberty, opportunity, and justice?*** We will ask you to make connections between our country's past and our collective personal histories in order to understand how history informs society today. This course will be challenging and it will require you to collaborate and take risks in order to grow your brain and skills!

Semester 1

Unit 1: Identity, Land, and Neighborhood
Unit 2: American Indigenous History
Unit 3: Slavery & Abolition

Semester 2

Unit 4: Immigration
Unit 5: Mass Incarceration and Reproductive Oppression
Unit 6: Dreaming Beyond Punishment

MAJOR TEXTS:

- Assorted Primary Sources (Too many to name!)
- Michelle Alexander: *The New Jim Crow*
- *An Indigenous People's History of the United States* by Roxanne Dunbar-Ortiz
- *A People's History of the United States* by Howard Zinn
- *A Different Mirror: A History of Multicultural America* by Ronald Takaki

- *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement* Edited by Bettye Collier-Thomas & V.P. Franklin

AP US History

Key Learning Goals

By the end of the school year, all APUSH students should be able to ...

- ☑ Understand and analyze key events, developments, and processes in American history.
- ☑ Critically analyze and evaluate American history through application of the kinds of historical thinking and reasoning skills employed by professional historians.
- ☑ Compose complex historical arguments supported by relevant evidence and plausible reasoning.
- ☑ Develop the academic habits of successful college students.

Essential Questions

How have historical developments and processes in the following themes contributed to the development of the modern United States?

- Geography & Environment
- Migration & Settlement
- Exchange, Work, & Technology
- Society
- Culture
- Identity
- Politics & Power
- America in the world

Units of Study

1. Origins & Colonies (~1700's)
2. Revolution and the New Nation (1760's-1800)
3. Growth & Change in the Early Republic (1800-1840's)
4. A Crisis of Union (1840's-1877)
5. An Empire of Industry (1860's-1910)
6. The Modern Age (1898-1945)
7. Eyes On The Prize: America's "Golden Age"?(1945-1980)
8. The End of History? (1980-2001)

Resources, Texts

- *OpenStax U.S. History* (main informational textbook)
- Gilder Lehrman Institute of American History (website & secondary readings)
- Excerpts from other secondary texts
- *AP Classroom* (College Board site)
- Crash Course U.S. History (video)/Crash Course Black American History (video)
- PBS documentaries

Approaches

- Independent reading & video documentaries
- Class lecture
- Collaborative analysis and discussion/debates

- Assigning agency to groups or situations that have been historically eclipsed or marginalized by traditional narratives

ENGLISH 11

KEY LEARNING GOALS:

READING:

- Understand key concepts such as audience, purpose, context, and genre
- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Determine an author's point of view or purpose in a text
- Analyze an author's use of persuasive appeals (e.g. ethos, pathos, logos)

WRITING:

- Writing arguments to support claims in an analysis of varying topics or texts, using valid reasoning and relevant and sufficient evidence
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the Rhetorical Situation: Occasion, Purpose, Audience

LISTENING & SPEAKING:

- Initiate and participate effectively in a range of collaborative discussions with peers
- Demonstrate active listening practices and build on and/or respectfully challenge the perspectives of others

ESSENTIAL QUESTIONS:

- What role does individualism play in American society?
- What makes someone an outcast in a community, and who decides?
- What are the costs of belonging - what must one give up to be accepted?
- How do people resist or redefine the roles imposed on them by society?
- How do people resist or redefine the roles imposed on them by society?
- How can being an outcast be a source of power or identity?
- How do we use language to cultivate our voice &/or persuade others?

CLASS TEXTS

- | | |
|--|---|
| • "A Raisin in the Sun" (play) by Lorraine Hansberry | • <i>Between the World and Me</i> (non-fiction) by Ta-Nehisi Coates |
| • <i>There, There</i> (novel) by Tommy Orange | • <i>Tell Me How It Ends</i> (essay) by Valeria Luiselli |
| • <i>Minari</i> (film) by Lee Isaac Chung | • Variety of poems, short articles, stories, etc |
| • <i>Sula</i> (novel) by Toni Morrison | |
| • <i>Moonlight</i> (film) by Barry Jenkins | |

HONORS AMERICAN LITERATURE (English 11 Honors)

In Honors American Literature (aka HAmLit), we explore a wide variety of texts and text types. This helps us grow as readers, writers, critical thinkers, communicators, and community members. This helps us shape the lives and worlds we believe in and want to live in. We analyze American literature (including in its historical context) to support exploration of several essential questions, such as:

- How can **fears** and **obsessions** influence us (and others)? What tools do we have to move with or through those conditions?
- What does it mean to be **free** and how do we **become more free**?
- Is the **American Dream** more likely to inspire or destroy? How might it be reimagined?
- How are literature and language used to **persuade people** and **shape our world**?
- How do we cultivate **healing**?

Particular skills we focus on include:

- Reading
 - Close critical reading and pattern finding within and across texts from a wide variety of genres
 - Analytical reading of grade-level text for complex themes (and applying those themes to other contexts)
- Writing
 - Building complexity, coherence, and clarity in writing
 - Developing a comprehensive and personalized writing process, including going beyond the classic five-paragraph structure
- Speaking & Listening
 - Facilitating student-led discussions (including effective questions)
 - Delivering engaging multimedia presentations
- Process of Learning
 - Setting chunked goals and calendaring for success in long-term project management
 - Collaborating productively with a wide variety of peers

Resources and Texts

- Several poems, short stories, and nonfiction articles
- *The Crucible* by Arthur Miller
- *Homegoing* by Yaa Gyasi
- *The Great Gatsby* by F. Scott Fitzgerald
- *Moonlight* (film) by Barry Jenkins
- *Minari* (film) by Lee Isaac Chung
- Book club reading selections (such as *Parable of the Sower*, *Sula*, *There There*, *Little Fires Everywhere*, and many more).

You can find our course webpage [HERE](#) for additional and updated details.

Civics

Key Learning Goals

By the end of the school year, all Civics students should be able to ...

- ☑ Understand and analyze the connections between identities, communities and power
- ☑ Understand and analyze the structures and systems of our government at multiple levels
- ☑ Understand and analyze the ways people push for change outside of government structures and systems
- ☑ Identify and determine useful and reliable sources of information on social issues we care about
- ☑ Synthesize a variety of sources to create informed opinions
- ☑ Developing and enacting action-focused approach to personal and systemic issues within our communities

Essential Question

- How do I engage civically in my community?

Units of Study

- Foundations of Civics

This opening unit is about developing depth and sophistication in students' understanding of the connections between the concepts of identity, power and community. Students begin to identify issues affecting their communities they may want to pursue in their Community Action Project (CAP). In addition, students develop frameworks for analyzing various modes of civic participation by focusing on their local communities.

- Government at Various Levels

This is a series of modules on local, state and national government, where students learn or deepen their understanding of the structures and systems at each level. Each module involves case studies where students analyze how power is held, maintained, distributed and challenged within a level of government, as well as how people participate in that level of government.

- Individual Rights

Students learn about key rights found in the U.S. Bill of Rights, with a focus on how these rights show up in everyday life. Students practice analyzing real-life scenarios to identify violations of these rights and develop practical strategies for protecting their individual rights.

- Community Action Project

Students work on a Community Action Project throughout the year in all units. They develop research skills as they build a deeper understanding of a social issue they care about. They write a research paper on this social issue that includes a proposal for addressing this issue based on their research. They also engage their issue in the community through service or advocacy and ultimately present their work at a community exhibition.

- Personal Finance

Students will learn about personal finance and the importance of economic planning, and the importance of saving and investing money as they prepare for their own economic independence as well as credit, the role of interest rates and ways to stay out of financial difficulty.

English 12 ERWC

The purpose of the ERWC is to prepare seniors for the reading and writing demands of college and many careers. Gateway's ERWC is considered by the State University of California (CSU) system, the University of California (UC), and many community colleges as a "college-ready" course. **If students pass this course with a grade of A, B, or C during both semesters and are listed as Provisional on the CAASPP Test Scores**, they may be exempt from taking the English Placement Test for the CSU, UC, and selected community college campuses. They are automatically eligible for the first college-level English course—English 1A.

Key Learning Goals

1. Value reading and writing for communication, learning, and pleasure.
2. Read intentionally for a variety of purposes, including to learn content, to understand a variety of perspectives, to critique, and to learn writer's craft.
3. Understand the ways in which reading and writing inform and support each other.
4. Understand the ways that different aspects of rhetorical situations—especially audience, purpose, occasion, and genre—influence communicative choices.
5. Engage in intellectual conversations about important issues, including personal, societal, and academic.
6. Evaluate arguments, considering their purposes, audiences, structure, methods of persuasion, evidence, and reasoning.
7. Write effectively in a variety of academic, civic, and workplace genres.
8. Revise writing rhetorically at all levels of meaning from individual word to entire essay.
9. Examine and reflect on strategies, processes, tools, and practices for ongoing learning and development.
10. Be inquisitive, motivated, self-directed learners.

Essential Questions:

1. How is language used for power?
 - a. ...In my life?
 - b. ...In my community?
 - c. ...In society?
2. What responsibility do we have for others?

Units of Study

- | | |
|----------------------------------|---------------------------|
| 1. The Rhetorical Situation | 4. Just Mercy & Synthesis |
| 2. Rhetorical Situation Analysis | 5. Open Letter |
| 3. The Undocumented Americans | 6. Debate |

AP English Language and Composition

Through this course, students will hone their skills as rhetoricians both aloud and in writing such that they may skillfully interpret others' communication, craft their own, and build skills needed for success in college and life. Per the College Board's AP English Language & Composition program [described on their website](#), the heart of the course is developing the following enduring understandings:

- ★ Individuals write within a particular situation and make strategic writing choices based on that situation.
- ★ The rhetorical situation informs the strategic stylistic choices that writers make.
- ★ Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- ★ Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Core Skills:

- **Rhetorical Situation Analysis.** We dive deeply into big picture structural choices and nitty gritty linguistic choices that speakers and writers make to convey their arguments and achieve their purposes.
- **Argumentation.** We practice using a variety of rhetorical appeals and modes to make arguments of our own, including about abstract topics.
- **Synthesis.** This is akin to research-driven argumentation; given selected sources, how can you make a compelling argument of your own? Synthesis prioritizes centering your own voice and ideas and weaving external sources together to convey those ideas.
- **Public Speaking.** As our final assessment in AP Lang, we will develop rhetorically compelling graduation speeches and deliver them to the class. We will build up to this with student-led lessons and other public speaking practice.

Texts:

- *The Stranger* by Albert Camus
- *Just Mercy* by Bryan Stevenson
- Several short and excerpted texts (from political speeches to nature writing). See [course text page](#) for examples of the authors and texts we draw from each year.
- Book club memoir selections (*The Autobiography of Malcolm X*, *Educated*, and *Solito*, among many others exemplified on the [course text page](#).)

Sample topics and prompts:

- ❖ What makes a life "meaningful"?
- ❖ How does language construct, maintain, or challenge power structures or dominant narratives?
- ❖ Why do people tell their stories?
- ❖ How do speakers and writers make choices based on their rhetorical situation?
- ❖ What can be the role of humor in creating social change (and what might be its potential pitfalls)?
- ❖ What responsibilities do we have to our communities?
- ❖ What is (and what could be) our society's relationship with nature?
- ❖ What life lessons have we learned through high school and what should guide us as we take our next steps?

Our course page is [here](#) for additional updated details; our curriculum changes often per student interest and need.

AP English Literature

Key Learning Goals

By the end of the school year, all AP English Literature students should be able to ...

- Writing:
 - Develop a coherent, complex argument with relevant, specific evidence and in-depth analysis
 - Be able to effectively develop an argument, whether it be during a timed or extended time context
 - Use strategies and resources to determine the required components of a writing assignment, and self-check progress towards fulfilling said requirements
- Reading:
 - Analyze complex texts with a focus on the impact of literary elements and devices, such as diction, tone, and narrative structure
 - Utilize strategies and resources to independently make meaning of complex texts
- Speaking & Listening:
 - Consistently and proactively engage in collaborative, evidence-based discussions to deepen understanding of texts
- Academic Skills:
 - Manage time in regards to deadlines, with formal essays and all assigned reading completed outside of class
 - Utilize multiple choice and timed write strategies to effectively keep on pace with standardized tests, such as the AP Literature Exam

Units of Study, in accordance with the [AP Literature Course and Exam Description](#)

Semester 1 Units:	Semester 2 Units:
● <u>Unit 1</u>: Short Fiction I ● <u>Unit 2</u>: Poetry I ● <u>Unit 3</u>: Longer Fiction or Drama I: <i>Frankenstein</i> by Mary Shelley ● <u>Unit 4</u>: Short Fiction II ● <u>Unit 5</u>: Poetry II	● <u>Unit 6</u>: Longer Fiction or Drama II: <i>Macbeth</i> by William Shakespeare ● <u>Unit 7</u>: Short Fiction III ● <u>Unit 8</u>: Poetry III ● <u>Unit 9</u>: Longer Fiction or Drama III: <i>Beloved</i> by Toni Morrison ● <u>Unit 10</u>: AP Exam Preparation ● <u>Unit 11</u>: Children's Book Project

Ethnic Studies Honors

Key Learning Goals

By the end of the school year, all Ethnic Studies Honors students should be able to ...

- ☐ Explore how people of color have been and are essential actors in U.S. history.
- ☐ Explain how oppression and resistance are institutionalized, interpersonal, and internalized.
- ☐ Observe that racism and other forms of dehumanization are social constructs, and we can end them.
- ☐ Identify and celebrate the triumphs of people of color, and their white allies, over oppression.
- ☐ See that all people, regardless of their privilege, can and have stood up, against oppression.
- ☐ Identify problems facing communities of color by linking them to systems of oppression.
- ☐ Situate those problems within a historical context, particularly looking at those who have struggled and continue to struggle with these problems.
- ☐ Humanize themselves, their classmates, people in their communities, and their world.
- ☐ Act with solidarity by advocating for equitable justice for themselves and others.
- ☐ Help create an environment based on thoughtful reflection and analysis of critiques with the goal of creating solutions.

Essential Questions

- How do race, ethnicity, and culture affect social relationships, communities and families, lived experiences, and our identities?
- What tactics and methods do people employ in order to gain citizenship, power, and inclusion?
- What social, political, and economic conditions impact ethnic groups now and throughout American history?

Units of Study

Unit 1 Identity and Narrative

Unit 2 Exclusion

Unit 3 Why Us? The Systemic History of Violence and Seclusion of African Americans in the US

Unit 4 The miseducation of...?

Unit 5 Stereotypes

Unit 6 Language and Power

Resources, Texts, and Approaches

- Short stories, articles, novels, and myths

AP Government

Key Learning Goals

By the end of the school year, all AP Government students should be able to ...

- ☑ Understand and analyze the various institutions, groups, processes, beliefs, and ideas that constitute U.S. government and politics
- ☑ Understand the practices done by political scientists, including synthesizing sources, as well as understanding and analyzing quantitative and qualitative data.
- ☑ Understand and analyze the ways people become a more assertive and productive citizen under our democratic system.
- ☑ Developing and enacting action-focused approach to personal and systemic issues within our communities

Essential Question

- To what extent do we have a stable and effective democracy?

Units of Study

- Foundations of American Government

Students develop an understanding of the basic concepts and vocabulary in our constitutional government. This unit is the most historical in nature, but sets up debates and controversies that continue today.

- Federalism

Students develop a clear understanding of how power is balanced, or not, between state governments and our national government. We introduce Supreme Court cases as a way to understand and analyze debates about power in our democratic government.

- Interactions Among the Branches of Government

Students develop an understanding of the legislative process and the politics that influence that process. They also analyze the extent of the President's powers and analyze different ways the federal courts make decisions and influence public policy in our lives. During this unit students are also introduced to the 12th grade capstone project in Civics and AP Government, the Community Action Project (CAP), which runs throughout the second semester.

- Civil Liberties & Civil Rights

This unit covers the rights laid out in the Bill of Rights and other amendments to our Constitution. There is a focus on first amendment freedoms of speech and religion, the rights of those accused of crimes, as well as due process rights. The unit examines historical as well as contemporary fights for civil rights, and their basis in the 14th amendment. Students also begin researching and writing about their topics for the Community Action Project.

- Political Ideologies & Beliefs

This unit is a deep dive into how ideologies and beliefs shape everything from political parties, to key elements of social and economic policies. There is a focus on quantitative data analysis in polls. Students complete their CAP research paper.

- Political Participation

This unit focuses on voting and other ways people influence policy making. A focus will be on interest groups, as a form of political participation. Students also begin taking action on their CAP topic, and close with a community exhibition of their semester's work on this project.

- Personal Finance

Students will learn about personal finance and the importance of economic planning, saving and investing money, as well as credit, the role of interest rates and ways to stay out of financial difficulty.

