



## 2020-2021 Student Course Catalog

### GOA students are modern learners.

The mission of Global Online Academy (GOA) is to reimagine learning to enable students to thrive in a globally networked society. GOA provides a positive, interactive, and academically rigorous environment for students to learn. We offer courses that connect students to topics they care about, and we offer a network that connects students to peers as passionate as they are.

As GOA learners, our students also develop a specific set of skills, skills that might not be exercised as often in a bricks-and-mortar environment. Based on our research, student surveys, and feedback from our faculty, we have identified the following six core competencies that our students develop in practical, hands-on ways, no matter which GOA course they take:

1. Collaborate with people who don't share your location.
2. Communicate and empathize with people who have perspectives different from your own.
3. Curate and create content relevant to real-world issues.
4. Reflect on and take responsibility for your learning and that of others.
5. Organize your time and tasks to learn independently.
6. Leverage digital tools to support and show your learning.

To build these skills, GOA courses are:

- **Globally connected:** Even though our courses are online, students get to know their teachers and classmates by learning how to use technology to build relationships. Our small classes have students from many different schools, led by expert teachers. Students log in multiple times a week to engage in discussions, collaborate on projects, and share ideas.
- **Challenging:** GOA courses are designed to be as rigorous as any course at a home school. Students spend 5-7 hours a week on their courses. GOA courses are mostly asynchronous: students do not show up on certain days at certain times. Instead, teachers publish a calendar of activities, and within that framework, students work on their own schedules, gaining critical independent learning skills along the way.

- **Relevant:** We want students to pursue their passions. Our courses offer practical, hands-on experience in how these ideas can be applied to the world outside of school. Students have a voice and choice in the work they do and the ideas they explore.



## DEPARTMENT DESIGNATIONS

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Unless otherwise noted, courses are one semester long. Some courses are cross-listed and will appear in multiple departments. Some courses are offered in multiple terms and appear more than once.

<b>ART, MEDIA, AND DESIGN</b>	
<i>Semester 1</i>	<i>Semester 2</i>
Creative Nonfiction Writing	Architecture
<b>(NEW!)</b> Data Visualization	Computer Science II: Game Design and Development
Filmmaking	Digital Photography
Graphic Design	Fiction Writing
Poetry Writing	iOS App Design

<b>MATHEMATICS AND TECHNOLOGY</b>	
<i>Semester 1</i>	<i>Semester 2</i>
Computer Science I: Computational Thinking	Computer Science I: Computational Thinking
<b>(NEW!)</b> Cyber Security	Computer Science II: Game Design and Development
<b>(NEW!)</b> Data Visualization	Computer Science II: Java
Game Theory	Computer Science II: Python
Linear Algebra	Game Theory



Number Theory	iOS App Design
Problem Solving with Engineering and Design	Linear Algebra
	Number Theory
<i>Yearlong</i>	
Multivariable Calculus	
<i>Summer only</i>	
<b>(NEW!)</b> Geometry	

<b>SCIENCE AND HEALTH</b>	
<i>Semester 1</i>	<i>Semester 2</i>
Abnormal Psychology	Abnormal Psychology
Bioethics	Bioethics
Global Health	Introduction to Psychology
Introduction to Psychology	Medical Problem Solving I
Medical Problem Solving I	Medical Problem Solving II
Neuropsychology	Neuropsychology
Positive Psychology	Positive Psychology
Problem Solving with Engineering and Design	Social Psychology
Social Psychology	

<b>SOCIAL SCIENCES</b>
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<i>Semester 1</i>	<i>Semester 2</i>
Applying Philosophy to Global Issues	9/11 in a Global Context
Business Problem Solving	Climate Change and Global Inequality
Climate Change and Global Inequality	Entrepreneurship in a Global Context
International Relations	Gender & Society
Introduction to Investments	Genocide and Human Rights
Introduction to Legal Thinking	International Relations
Microeconomics	Introduction to Investments
(NEW!) Personal Finance	Introduction to Legal Thinking
Prisons and the Criminal Law	Macroeconomics
Race & Society	Prisons and the Criminal Law

<b>WORLD LANGUAGES</b>
<i>Yearlong</i>
Arabic Language Through Culture I
Arabic Language Through Culture II
Arabic Language Through Culture III
Japanese Language Through Culture I



Japanese Language Through Culture II
Japanese Language Through Culture III
<i>Summer Only</i>
<b>(NEW!)</b> Spanish Language Through Culture I

<b>SUMMER: JUNE 15– JULY 31, 2020</b>	
<i>Summer@GOA offers some of our most popular courses in an intensive 7-week format. Students should expect to commit 10–15 hours/week for a summer version of GOA’s signature semester-length course. For Geometry* or Spanish 1* , which are designed to replace yearlong high school courses, students should expect to dedicate 15–20 hours per week.</i>	
9/11 in a Global Context	Introduction to Investments
Abnormal Psychology	Introduction to Psychology
Business Problem Solving	Medical Problem Solving I
Computer Science I: Computational Thinking	Microeconomics
Computer Science II: Java	Number Theory
Creative Nonfiction	Race & Society
Fiction Writing	<b>(NEW!)</b> Spanish Language Through Culture I* (Summer only)
Genocide & Human Rights	
<b>(NEW!)</b> Geometry* (Summer only)	





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# ACADEMIC CALENDAR 2020–2021

## SEMESTER 1

SEPTEMBER 2– DECEMBER 18, 2020

August 17, 2020	Semester 1 and Yearlong Course welcome pages published for students
August 19–September 2	Synchronous teacher/student pre-course conversations. These are important (ungraded) initial conversations between teachers and students.
<b>Wednesday, September 2: Semester 1 and Yearlong Courses Open</b>	
September 11 (5pm PST)	Last day to ADD a GOA course (and drop with no financial penalty)
September 18 (5pm PST)	Last day to DROP a GOA course
October 23	End of Grading Period 1
<b>Semester Break</b>	Due to the diversity of GOA schools' calendars, teachers in Semester 1 will be able to choose the week during which their class will be on break. They will make this choice the first week of the semester based on the schedules of the students on their roster and communicate that to students, Site Directors, and GOA.
December 4	Course Catalog for 2021–2022 will be published along with 2021–2022 Academic Calendar.
<b>December 18, 2019: Semester 1 Ends (end of Grading Period 2)</b>	
January 8, 2021	Semester 1 Grade Reports distributed



**SEMESTER 2**  
**JANUARY 13 – APRIL 30, 2021**

December 11, 2020	Semester 2 course welcome pages published for students
January 4-13, 2021	Synchronous teacher-student conversations for Semester 2 courses. These are important (ungraded) initial conversations between teachers and students.
<b>Wednesday, January 13: Semester 2 Courses Open (yearlong courses resume)</b>	
January 22	Last day to ADD a Semester 2 GOA Course (and last day to drop with no penalty)
January 29	Last day to DROP a Semester 2 GOA Course
March 5	End of Grading Periods 1 (semester) and 3 (yearlong)
<b>Semester Break</b>	Due to the diversity of GOA schools' calendars, teachers in Semester 2 will be able to choose the week during which their class will be on break. They will make this choice the first week of the semester based on the schedules of the students on their roster and communicate that to students, Site Directors, and GOA.
March 31	Enrollment Opens at 00:00 UTC (8pm Eastern Time on March 30)
April 22-26	Catalyst Conference
<b>Friday, April 30: Semester 2 Ends (end of Grading Periods 2 (semester) and 4 (yearlong))</b>	
May 14	Grade Reports distributed



## NCAA COURSE APPROVALS

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### NCAA

The below GOA courses are NCAA-approved for 2019–2020.

9/11 in a Global Context	Fiction Writing	Linear Algebra	Positive Psychology
Applying Philosophy to Modern Global Issues	Game Theory	Macroeconomics	Prisons and the Criminal Law
Arabic Language Through Culture I–III	Genocide & Human Rights	Medical Problem Solving I	Problem Solving with Engineering and Design
Climate Change and Global Inequality	Gender & Society	Medical Problem Solving II	Social Psychology
Computer Science I: Computational Thinking	Geometry	Microeconomics	Introduction to Legal Thinking
Computer Science II: Python	Global Health	Multivariable Calculus	Problem Solving with Engineering and Design
Computer Science II: Java	Introduction to Legal Thinking	Neuropsychology	Race & Society
Computer Science II: Game Design & Development	Introduction to Psychology	Number Theory	Abnormal Psychology (newly approved)



Creative Nonfiction Writing	Japanese Language Through Culture I-III	Poetry Writing	
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## ART, MEDIA, AND DESIGN

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### SEMESTER 1

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**CREATIVE NONFICTION WRITING:** Tell your own stories and the stories of the world around you! This course centers on the art of shaping real experiences into powerful narratives while growing foundational writing skills. Participants will read, examine, and write diverse works of creative nonfiction including personal narratives, podcasts, opinion editorials, profile pieces, and more. Emphasizing process over product, this writing workshop provides opportunities to create in new ways. Students will practice essential craft elements (e.g., voice, style, structure) while reflecting on stories from their own lives, communities, and interests. They will also build a personalized library of inspiring mentor texts, consider opportunities for publication, and develop sustainable writing habits. Both in real-time video chats and online discussion spaces, students will support one another intentionally. Feedback is an essential component of this course, and students will gain experience in the workshop model, actively participating in a thriving, global writing community. Creative nonfiction has never been as popular as it is today; participants will experience its relevance in their own lives as they collaboratively explore this dynamic genre.

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**(NEW!) DATA VISUALIZATION\*** : Through today's fog of overwhelming data, visualizations provide meaning. This course trains students to collect, organize, interpret, and communicate massive amounts of information. Students will begin wrangling data into spreadsheets, learning the basic ways professionals translate information into comprehensible formats. They will explore charts, distinguishing



between effective and misleading visualizations. Employing principles from information graphics, graphic design, visual art, and cognitive science, students will then create their own stunning and informative visualizations. From spreadsheets to graphics, students in this course will practice the crucial skills of using data to decide, inform, and convince. *There is no computer science, math or statistics prerequisite for this course*, though students with backgrounds in those areas will certainly find avenues to flex their knowledge in this course.

\*Cross-listed in Mathematics and Technology

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**FILMMAKING:** This course is for students interested in developing their skills as filmmakers and creative problem-solvers. It is also a forum for screening the work of their peers and providing constructive feedback for revisions and future projects, while helping develop critical thinking skills. The course works from a set of specific exercises based on self-directed research and culminates in a series of short experimental films that challenge students on both a technical and creative level. Throughout, we will increasingly focus on helping students express their personal outlooks and develop unique styles as filmmakers. We will review and reference short films online and discuss how students might find inspiration and apply what they find to their own works. *Prerequisite: Students must have access to an HD video camera, tripod or other stabilizing equipment, and editing software such as iMovie, Premiere Pro, etc.*

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**GRAPHIC DESIGN:** What makes a message persuasive and compelling? What helps audiences and viewers sort and make sense of information? This course explores the relationship between information and influence from a graphic design perspective. Using an integrated case study and design-based approach, this course aims to deepen students' design, visual, and information literacies. Students are empowered to design and prototype passion-driven communication projects. Topics include: principles of design and visual communication, infographics, digital search skills, networks and social media, persuasion and storytelling with multimedia, and social activism on the internet. Student work will include individual and collaborative group projects, graphic design, content curation, analytical and creative writing, peer review and critiques, and online presentations.

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**POETRY WRITING:** Poetry teaches us our humanity. Through writing weekly drafts and reading a wide range of poets, you will learn more about yourself and what captures



the attention of poets. Whether you are an experienced writer or an adventurous spirit willing to give poetry a try— this course will help you to increase facility with language, imagination, and the writing process. Using discussion threads, spoken word, and video conferencing, we will create a trusting community of writers willing to explore authentic subjects. The weekly experience includes poetry drafts and a workshop format where you will hone your skills in giving and receiving positive feedback. You'll also read a range of texts (printed and media) to become familiar with important poets working today and their influences. By the end of the course, you'll have a portfolio of revised, publishable poems for a class book and international journals. Previous GOA students have published in Aerie International, Repentino, Teen Ink, Teen Vogue, Hanging Loose, and earned both regional and national Scholastic Writing Awards.

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## SEMESTER 2

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**ARCHITECTURE:** In this course, students build an understanding of and apply skills in various aspects of architectural design. While gaining key insights into the roles of architectural analysis, materials, 3D design, and spatial awareness, students develop proficiency in architectural visual communication. We begin by learning the basic elements of architectural design to help analyze and understand architectural solutions. Through digital and physical media, students develop an understanding of the impact building materials have on design. At each stage of the course, students interact with peers from around the globe, learning and sharing how changes in materials, technology, and construction techniques lead to the evolution of contemporary architectural style and visual culture. The course culminates with a final project in which each aspiring architect will have the opportunity to work towards a personal presentation for the GOA Catalyst Conference. Students will, through a variety of outcomes, present an architectural intervention that they have proposed as a solution to an identified need, one emanating from or focused within their own community. Throughout the course, students will refer to the design process and will use journaling techniques to track, reflect, and evidence their understanding of architecture.

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**COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT\*:** In this course, students design and develop games through hands-on practice. Comprised of a series of "game jams," the course asks students to solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell's "lenses": different ways of looking at the same problem and answering questions that provide direction and refinement of a game's theme and structure. During this time, students also learn how to use Unity, a professional game development tool, and become familiar with the methodologies of constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior within the game using the C# programming language. Throughout the remainder of the course, students will work in teams to brainstorm and develop new games in response to a theme or challenge. Students will develop their skills in communication, project and time management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding. *Prerequisites: Computer Science I: Computational Thinking or its equivalent.*

\*Cross-listed in Mathematics and Technology

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**DIGITAL PHOTOGRAPHY:** In an era where everyone has become a photographer obsessed with documenting most aspects of life, we swim in a sea of images posted on Instagram, Facebook, Snapchat, Pinterest, and other digital media. To that end, why is learning how to use a digital camera important and what does taking a powerful and persuasive photo with a 35mm digital single lens reflex (DSLR) camera require? Digital photography explores this question in a variety of ways, beginning with the technical aspects of using and taking advantage of a powerful camera and then moving to a host of creative questions and opportunities. Technical topics such as aperture, shutter, white balance, and resolution get ample coverage in the first half of the course, yet each is pursued with the goal of enabling students to leverage the possibilities that come with manual image capture. Once confident about technical basics, students apply their skills when pursuing creative questions such as how to understand and use light, how to consider composition, and how to take compelling portraits. Throughout the course, students tackle projects that enable sharing their local and diverse settings, ideally creating global perspectives through doing so. Additionally, students interact with each other often through critique sessions and collaborative exploration of the work of many noteworthy professional photographers whose images serve to inspire and suggest the diverse ways that photography tells visual stories. *Prerequisite: Students must have daily access to a DSLR camera.*



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**FICTION WRITING:** This course connects students interested in creative writing (primarily short fiction) and provides a space for supportive and constructive feedback. Students gain experience in the workshop model, learning how to effectively critique and discuss one another's writing in an online environment. In addition to developing skills as readers within a workshop setting, students strive to develop their own writing identities through a variety of exercises. The course capitalizes on the geographic diversity of the students by eliciting stories that shed light on both the commonalities and differences of life experiences in different locations. Additionally, we read and discuss the work of authors from around the globe. Students' essential responsibilities are twofold: to engage in the class as readers and writers and to focus on their development as readers and writers. Both require participation in discussions of various formats within our online community, as well as dedicated time outside of class reading and providing feedback on one another's work and writing original pieces for the workshop.

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**iOS APP DESIGN\*:** Learn how to design and build apps for the iPhone and iPad and prepare to publish them in the App Store. Students will work much like a small startup: collaborating as a team, sharing designs, and learning to communicate with each other throughout the course. Students will learn the valuable skills of creativity, collaboration, and communication as they create something amazing, challenging, and worthwhile. Coding experience is NOT required and does not play a significant role in this course. *Prerequisite: For this course, it is required that students have access to a computer running the most current Mac or Windows operating system. An iOS device that can run apps (iPod Touch, iPhone, or iPad) is also highly recommended.*

\*Cross-listed in Mathematics and Technology

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## MATHEMATICS AND TECHNOLOGY

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**OFFERED IN SEMESTERS 1 AND 2**

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**COMPUTER SCIENCE I: COMPUTATIONAL THINKING:** *This course (or its equivalent) is a prerequisite to all Computer Science II classes at GOA.* Computational thinking centers on solving problems, designing systems, and understanding human behavior. It has applications not only in computer science, but also myriad other fields of study. This introductory level course focuses on thinking like a computer scientist, especially understanding how computer scientists define and solve problems. Students begin the course by developing an understanding of what computer science is, how it can be used by people who are not programmers, and why it's a useful skill for all people to cultivate. Within this context, students are exposed to the power and limits of computational thinking. Students are introduced to entry level programming constructs that will help them apply their knowledge of computational thinking in practical ways. They will learn how to read code and pseudocode as well as begin to develop strategies for debugging programs. By developing computational thinking and programming skills, students will have the core knowledge to define and solve problems in future computer science courses. While this course would be beneficial for any student without formal training as a programmer or computer scientist, it is intended for those with no programming experience.

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**GAME THEORY:** Do you play games? Do you ever wonder if you're using the "right" strategy? What makes one strategy better than another? In this course, we explore a branch of mathematics known as game theory, which answers these questions and many more. Game theory has many applications as we face dilemmas and conflicts every day, most of which we can treat as mathematical games. We consider significant global events from fields like diplomacy, political science, anthropology, philosophy, economics, and popular culture. Specific topics include two-person zero-sum games, two person non-zero-sum games, sequential games, multiplayer games, linear optimization, as well as voting and power theory.

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**LINEAR ALGEBRA:** In this course students learn about the algebra of vector spaces and matrices by looking at how images of objects in the plane and space are transformed in computer graphics. We do some paper-and-pencil calculations early in the course, but the computer software package Geogebra (free) will be used to do most calculations after the opening weeks. No prior experience with this software or linear algebra is necessary. Following the introduction to core concepts and skills, students analyze social networks using linear algebraic techniques. Students will learn how to model social networks using matrices as well as discover things about the network



with linear algebra as your tool. We will consider applications like Facebook and Google. **Prerequisite: Geometry and Algebra 2 or the equivalents.**

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**NUMBER THEORY:** Once thought of as the purest but least applicable part of mathematics, number theory is now by far the most commonly applied: every one of the millions of secure internet transmissions occurring each second is encrypted using ideas from number theory. This course covers the fundamentals of this classical, elegant, yet supremely relevant subject. It provides a foundation for further study of number theory, but even more, it develops the skills of mathematical reasoning and proof in a concrete and intuitive way and is necessary preparation for any future course in upper-level college mathematics or theoretical computer science. We progressively develop the tools needed to understand the RSA algorithm, the most common encryption scheme used worldwide. Along the way we invent some encryption schemes of our own and discover how to play games using number theory. We also get a taste of the history of the subject, which involves the most famous mathematicians from antiquity to the present day, and we see parts of the story of Fermat's Last Theorem, a 350-year-old statement that was fully proven only twenty years ago. While most calculations will be simple enough to do by hand, we will sometimes use the computer to see how the fundamental ideas can be applied to the huge numbers needed for modern applications. *Prerequisite: A strong background in precalculus and above, as well as a desire to do rigorous mathematics and proofs.*

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## SEMESTER 1

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**(NEW!) CYBER SECURITY:** Cyber criminals leverage technology and human behavior to attack our online security. This course explores the fundamentals of and vulnerabilities in the design of computers, networks, and the internet. Course content includes the basics of computer components, connectivity, virtualization, and hardening. Students will learn about network design, Domain Name Services, and TCP/IP. They will understand switching, routing and access control for internet devices, and how denial of service, spoofing and flood attacks work. Basic programming introduced in the course will inform hashing strategies, while an introduction to ciphers and cryptography will show how shared-key encryption works for HTTPS and TLS traffic. Students will also explore the fundamentals of data forensics and incident response protocols. The course includes analysis of current



threats and best practice modelling for cyber defense, including password complexity, security, management, breach analysis, and hash cracking. Computational thinking and programming skills developed in this course will help students solve a variety of cyber security issues. *There is no computer science prerequisite for this course*, though students with some background will certainly find avenues to flex their knowledge in this course.

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**(NEW!) DATA VISUALIZATION\*** : Through today's fog of overwhelming data, visualizations provide meaning. This course trains students to collect, organize, interpret, and communicate massive amounts of information. Students will begin wrangling data into spreadsheets, learning the basic ways professionals translate information into comprehensible formats. They will explore charts, distinguishing between effective and misleading visualizations. Employing principles from information graphics, graphic design, visual art, and cognitive science, students will then create their own stunning and informative visualizations. From spreadsheets to graphics, students in this course will practice the crucial skills of using data to decide, inform, and convince. *There is no computer science, math or statistics prerequisite for this course*, though students with backgrounds in those areas will certainly find avenues to flex their knowledge in this course.

\*Cross-listed in Art, Media & Design

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**PROBLEM SOLVING WITH ENGINEERING AND DESIGN\***: This course investigates various topics in science, technology, engineering, and mathematics using a series of projects and problems that are both meaningful and relevant to the students' lives. Students will develop engineering skills, including design principles, modeling, and presentations, using a variety of computer hardware and software applications to complete assignments and projects. This is a course that focuses on practical applications of science and mathematics to solve real-world issues. Project based learning, working in collaborative teams, and designing prototypes are essential components of the course. Throughout the program, students step into the varied roles engineers play in our society, solve problems in their homes and communities, discover new career paths and possibilities, and develop engineering knowledge and skills. There are no particular math or science prerequisites for this course, just an interest in using STEM to solve problems and a desire to learn!



\*Cross-listed in Science and Health

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## SEMESTER 2

**COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT\*:** In this course, students design and develop games through hands-on practice. Comprised of a series of "game jams," the course asks students to solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell's "lenses": different ways of looking at the same problem and answering questions that provide direction and refinement of a game's theme and structure. During this time, students also learn how to use Unity, a professional game development tool, and become familiar with the methodologies of constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior within the game using the C# programming language. Throughout the remainder of the course, students will work in teams to brainstorm and develop new games in response to a theme or challenge. Students will develop their skills in communication, project and time management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding. *Prerequisites: Computer Science I: Computational Thinking or its equivalent.*

\*Cross-listed in Art, Media & Design

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**COMPUTER SCIENCE II: JAVA:** This course teaches students how to write programs in the Java programming language. Java is the backbone of many web applications, especially eCommerce and government sites. It is also the foundational code of the Android operating system and many tools of the financial sector. Students learn the major syntactical elements of the Java language through object-oriented design. The emphasis in the course will be on creating intelligent systems through the fundamentals of Computer Science. Students will write working programs through short lab assignments and more extended projects that incorporate graphics and animation. *Prerequisite: Computer Science I: Computational Thinking or its equivalent.*

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**COMPUTER SCIENCE II: PYTHON:** In this course, students utilize the Python programming language to read, analyze, and visualize data. The course emphasizes using real-world datasets, which are often large, messy, and inconsistent. Because of the powerful data structures and clear syntax of Python, it is one of the most widely



used programming languages in scientific computing. Students explore the multitude of practical applications of Python in fields like biology, engineering, and statistics. *Prerequisite: Computer Science I: Computational Thinking or its equivalent.*

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**iOS APP DESIGN\*:** Learn how to design and build apps for the iPhone and iPad and prepare to publish them in the App Store. Students will work much like a small startup: collaborating as a team, sharing designs, and learning to communicate with each other throughout the course. Students will learn the valuable skills of creativity, collaboration, and communication as they create something amazing, challenging, and worthwhile. Coding experience is NOT required and does not play a significant role in this course. *Prerequisite: For this course, it is required that students have access to a computer running the most current Mac or Windows operating system. An iOS device that can run apps (iPod Touch, iPhone, or iPad) is also highly recommended.*

\*Cross-listed in Art, Media & Design

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## YEARLONG

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**MULTIVARIABLE CALCULUS:** In this course, students learn to differentiate and integrate functions of several variables. We extend the Fundamental Theorem of Calculus to multiple dimensions and the course will culminate in Green's, Stokes' and Gauss' Theorems. The course opens with a unit on vectors, which introduces students to this critical component of advanced calculus. We then move on to study partial derivatives, double and triple integrals, and vector calculus in both two and three dimensions. Students are expected to develop fluency with vector and matrix operations. Understanding parametric curve as a trajectory described by a position vector is an essential concept, and this allows us to break free from one-dimensional calculus and investigate paths, velocities, and other applications of science that exist in three-dimensional space. We study derivatives in multiple dimensions and use the ideas of the gradient and partial derivatives to explore optimization problems with multiple variables as well as consider constrained optimization problems using Lagrangians. After our study of differentials in multiple dimensions, we move to integral calculus. We use line and surface integrals to calculate physical quantities especially relevant to mechanics, electricity and magnetism, such as work and flux. We will employ volume integrals for calculations of mass and moments of inertia and conclude with the major theorems (Green's, Stokes', Gauss') of the course, applying



each to some physical applications that commonly appear in calculus-based physics. *Prerequisite: The equivalent of a college year of single-variable calculus, including integration techniques, such as trigonometric substitution, integration by parts, and partial fractions. Completion of the AP Calculus BC curriculum with a score of 4 or 5 on the AP Exam would be considered adequate preparation.*

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## SUMMER ONLY

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**(NEW!) GEOMETRY:** This intensive summer course is designed to provide an accelerated path through the traditional high school geometry curriculum. Focusing on Euclidian geometry, students will examine topics relating to parallel lines, similar and congruent triangles, quadrilaterals, polygons, and circles. Students can expect to analyze lengths, areas, and volumes of two and three dimensional figures, and will explore transformations and other manipulations. Particular attention will be paid to introductory trigonometry with right triangles and the study of circles (radians, sectors, arc length etc). In addition, the development of a mature, logical thought process will begin through a formal introduction to arguments, deductions, theorems, and proofs. Because this course will cover topics that are typically presented in a yearlong course, students should expect to dedicate 15-20 hours per week during the intensive 7-week summer session.

*Prerequisite: A strong background in Algebra 1 or similar*

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## SCIENCE AND HEALTH

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### OFFERED IN SEMESTERS 1 AND 2

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**ABNORMAL PSYCHOLOGY:** This course focuses on psychiatric disorders such as schizophrenia, eating disorders, anxiety disorders, substance abuse, and depression. While students examine these and other disorders, they will learn about the symptoms, diagnoses, and treatments. Students will also deepen their understanding



of the social stigmas associated with mental illnesses. This course may be taken as a continuation of Introduction to Psychology, although doing so is not required.

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**BIOETHICS:** Ethics is the study of what one should do as an individual and as a member of society. Bioethics refers to the subset of this field that focuses on medicine, public health, and the life sciences. In this course, students explore contemporary, pressing issues in bioethics, including the “right to die, policies around vaccination and organ transplantation, competence to consent to care, human experimentation and animal research, and genetic technologies. Through reading, writing, research, and discussion, students will explore the fundamental concepts and questions in bioethics, deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own. The course culminates with a student-driven exploration into a particular bioethical issue, recognizing the unique role that bioethics plays within the field of ethics.

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**INTRODUCTION TO PSYCHOLOGY:** What does it mean to think like a psychologist? In Introduction to Psychology, students explore three central psychological perspectives—the behavioral, the cognitive, and the sociocultural—in order to develop a multi-faceted understanding of what thinking like a psychologist encompasses. The additional question of “How do psychologists put what they know into practice?” informs study of the research methods in psychology, the ethics surrounding them, and the application of those methods to practice. During the first five units of the course, students gather essential information that they apply during a group project on the unique characteristics of adolescent psychology. Students similarly envision a case study on depression, which enables application of understandings from the first five units. The course concludes with a unit on positive psychology, which features current positive psychology research on living mentally healthy lives. Throughout the course, students collaborate on a variety of activities and assessments, which often enable learning about each other’s unique perspectives while building their research and critical thinking skills in service of understanding the complex field of psychology.

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**MEDICAL PROBLEM SOLVING I:** In this course, students collaboratively solve medical mystery cases, similar to the approach used in many medical schools. Students



enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and identify appropriate treatment for patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case.

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**NEUROPSYCHOLOGY:** This course is an exploration of the neurological basis of behavior. It covers basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. Additionally, students explore current neuroscience research as well as the process of funding that research. Examples of illnesses that may be covered include: Alzheimer’s disease, traumatic brain injury, and stroke. In addition, we explore diagnostic and treatment issues (including behavioral and pharmaceutical management) as well as attention, learning, memory, sleep, consciousness and emotional intelligence. Students conclude the course by developing a fundraising campaign to support research and/or patient care initiatives related to a specific neurological condition and nonprofit foundation.

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**POSITIVE PSYCHOLOGY:** What is a meaningful, happy, and fulfilling life? The focus of psychology has long been the study of human suffering, diagnosis, and pathology, but in recent years, however, positive psychologists have explored what’s missing from the mental health equation, taking up research on topics such as love, creativity, humor, and mindfulness. In this course, we will dive into what positive psychology research tells us about the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, physical activity, and more. We will also seek out and lean on knowledge from positive psychology research and experts, such as Martin Seligman’s well being theory, Mihaly Csikszentmihalyi’s idea of flow, and Angela Lee Duckworth’s concept of grit. In exploring such theories and concepts, students will imagine and create real-world measurements using themselves and willing peers and family members as research subjects. As part of the learning studio format of the course, students will also imagine, research, design, and create projects that they will share with a larger



community. Throughout the development of these projects, students will collaborate with each other and seek ways to make their work experiential and hands-on. Students will leave the class with not only some answers to the question of what makes life meaningful, happy, and fulfilling, but also the inspiration to continue responding to this question for many years to come.

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**SOCIAL PSYCHOLOGY:** Are you thinking and acting freely of your own accord or is what you think, feel, and do a result of influences by the people around you? Social psychology is the scientific study of how and why the actual, imagined, or implied presence of others influences our thoughts, feelings, and behavior. The principles of social psychology help explain everything from why we stop at stop signs when there is no one around to why we buy certain products, why in some situations we help others and in some we don't, and what leads to more dramatic (and catastrophic) events such as mass suicides or extreme prejudice and discrimination. As we take up these topics and questions, students will build and engage in a community of inquiry, aimed primarily at learning how to analyze human behavior through the lens of a social psychologist. Social Psychology invites students to explore, plan, investigate, experiment, and apply concepts of prejudice, persuasion, conformity, altruism, relationships and groups, and the self that bring the “social” to psychology. The course culminates in a public exhibition of a student-designed investigation of a social psychological topic of their choice. This course uses a competency-based learning approach in which students build GOA core competencies that transcend the discipline and learn how to think like a social psychologist. Much of the course is self-paced; throughout the semester, students are assessed solely in relation to outcomes tied to the competencies.

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## SEMESTER 1

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**GLOBAL HEALTH:** What makes people sick? What social and political factors lead to the health disparities we see both within our own communities and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these questions, this course improves students' health literacy through an examination of the most significant public-health challenges facing today's global population. Topics addressed include the biology of infectious disease, the statistics and quantitative measures associated with health



issues, the social determinants of health, and the role of organizations (public and private) in shaping the landscape of global health policy. Throughout the course, students use illness as a lens through which to critically examine such social issues as poverty, gender, and race. Student work includes analytical writing, research and curating sources around particular topics, readings and discussions exploring a variety of sources, and online presentations, created both on their own and with peers.

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**PROBLEM SOLVING WITH ENGINEERING AND DESIGN\*:** This course investigates various topics in science, technology, engineering, and mathematics using a series of projects and problems that are both meaningful and relevant to the students' lives. Students will develop engineering skills, including design principles, modeling, and presentations, using a variety of computer hardware and software applications to complete assignments and projects. This is a course that focuses on practical applications of science and mathematics to solve real-world issues. Project based learning, working in collaborative teams, and designing prototypes are essential components of the course. Throughout the program, students step into the varied roles engineers play in our society, solve problems in their homes and communities, discover new career paths and possibilities, and develop engineering knowledge and skills. There are no particular math or science prerequisites for this course, just an interest in using STEM to solve problems and a desire to learn!

\*Cross-listed in Mathematics and Technology

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## SEMESTER 2

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**MEDICAL PROBLEM SOLVING II:** Medical Problem Solving II is an extension of the problem-based approach in Medical Problem Solving I. While collaborative examination of medical case studies remain at the center of the course, MPSII approaches medical cases through the perspectives of global medicine, medical ethics, and social justice. The course examines cases not only from around the world but also in students' local communities. Additionally, the course addresses the challenges patients face because of a lack of access to health care, often a result of systemic discrimination and inequity along with more general variability of health care resources in different parts of the world. All students in MPS II participate in the Catalyst Conference, a GOA-wide conference near the end of the semester where students from many GOA courses create and publish presentations on course-specific



topics. For their projects, students use all of the lenses from the earlier parts of the course to choose and research a local topic of high interest. Further, their topics enable identifying a local medical problem, using local sources, and generating ideas for promoting change. *Prerequisite: Medical Problem Solving I.*

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# SOCIAL SCIENCES

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## OFFERED IN SEMESTERS 1 AND 2

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**CLIMATE CHANGE AND GLOBAL INEQUALITY:** Nowhere is the face of global inequality more obvious than in climate change, where stories of climate-driven tragedies and the populations hit hardest by these disasters surface in every news cycle. In this course, students will interrogate the causes and effects of climate change, and the public policy debates surrounding it. In case studies, we will research global, regional, and local policies and practices along with the choices of decision makers and what they mean to the populations they serve. Who benefits, who suffers, and how might we change this equation? Following the Learning Studio model, in the second half of the course, students will work with their teacher to design their own independent projects reflecting their individual interests and passions. We will collaborate in workshops with classmates to deepen our collective understanding of the complex issues surrounding climate change. Throughout the semester, we will also build and curate a library of resources and share findings in varied media, engaging as both consumers and activists to increase knowledge and advocate for sustainable norms. Finally, students will have the opportunity to reach a global audience by participating in GOA's Catalyst Conference in the spring 2019, as they present their individual projects to spark change in local communities through well-informed activism.

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**INTERNATIONAL RELATIONS:** Are China and the U.S. on a collision course for war? Can the Israelis and Palestinians find a two-state solution in the holy land? Will North Korea launch a nuclear weapon? Can India and Pakistan share the subcontinent in peace? These questions dominate global headlines and our daily news feeds. In this course, you will go beyond the soundbites and menacing headlines to explore the context, causes, and consequences of the most pressing global issues of our time. Through case studies, you will explore the dynamics of international relations and the complex interplay of war and peace, conflict and cooperation, and security and human rights. Working with classmates from around the world, you will also identify and model ways to prevent, mediate, and resolve some of the most pressing global conflicts.



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**INTRODUCTION TO INVESTMENTS:** In this course, students simulate the work of investors by working with the tools, theories, and decision-making practices that define smart investment. We explore concepts in finance and apply them to investment decisions in three primary contexts: portfolio management, venture capital, and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds, and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, students take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future.

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**INTRODUCTION TO LEGAL THINKING:** Inspired by GOA’s popular Medical Problem Solving series, this course uses a case-based approach to give students a practical look into the professional lives of lawyers and legal thinking. By studying and debating a series of real legal cases, students will sharpen their ability to think like lawyers who research, write and speak persuasively. The course will focus on problems that lawyers encounter in daily practice, and on the rules of professional conduct case law. In addition to practicing writing legal briefs, advising fictional clients and preparing opening and closing statements for trial, students will approach such questions as the law and equity, the concept of justice, jurisprudence and legal ethics.

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**PRISONS AND THE CRIMINAL LAW:** Criminal courts in the United States have engaged in an extraordinary social experiment over the last 40 years: they have more than quintupled America’s use of prisons and jails. Has this experiment with “mass incarceration” produced more negative effects than good? Is it possible at this point to reverse the experiment without doing even more harm? In this course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. Along the way, students gain a concrete, practical understanding of legal communication and reasoning while grappling with mass



incarceration as a legal, ethical, and practical issue. In an effort to understand our current scheme of criminal punishments and to imagine potential changes in the system, we immerse ourselves in the different forms of rhetoric and persuasion that brought us to this place: we read and analyze the jury arguments, courtroom motions, news op-eds, and other forms of public persuasion that lawyers and judges create in real-world criminal cases. Topics include the history and social functions of prisons; the definition of conduct that society will punish as a crime; the work of prosecutors, defense attorneys, and judges in criminal courts to resolve criminal charges through trials and plea bargains; the sentencing rules that determine what happens to people after a conviction; the alternatives to prison when selecting criminal punishments; and the advocacy strategies of groups hoping to change mass incarceration. The reading focuses on criminal justice in the United States, but the course materials also compare the levels of imprisonment used in justice systems around the world. Assignments will ask students to practice with legal reasoning and communication styles, focused on specialized audiences such as juries, trial judges, appellate judges, sentencing commissions, and legislatures. The work will involve legal research, written legal argumentation, peer collaboration, and oral advocacy.

*Note: This course is offered through Wake Forest University School of Law and is designed by Ronald Wright, the Needham Y. Gulley Professor of Criminal Law. Prof. Wright is also part of the teaching team for this course. Students who take this course should expect a college-level workload (8-10 hours a week). Successful completion of this course will be rewarded with a certificate from the law school.*

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## SEMESTER 1

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**APPLYING PHILOSOPHY TO GLOBAL ISSUES:** This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to examine how thinkers have applied reason successfully, and unsuccessfully, to many social and political issues across the world. In addition to introducing students to the work of philosophers as diverse as Socrates, Confucius, and Immanuel Kant, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism, and media studies. Students learn to develop their own philosophy and then apply it to the ideological debates that surround efforts to improve their local and global communities.



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**BUSINESS PROBLEM SOLVING:** How could climate change disrupt your production and supply chains or impact your consumer markets? Will tariffs help or hurt your business? How embedded is social media in your marketing plan? Is your company vulnerable to cybercrime? What 21st century skills are you cultivating in your leadership team? Students in this course will tackle real-world problems facing businesses large and small in today's fast changing global marketplace where radical reinvention is on the minds of many business leaders. Students will work collaboratively and independently on case studies, exploring business issues through varied lenses including operations, marketing, human capital, finance and risk management as well as sustainability. As they are introduced to the concepts and practices of business, students will identify, analyze and propose solutions to business problems, engaging in research of traditional and emerging industries, from established multinationals to startups.

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**MICROECONOMICS:** In this course, students learn about how consumers and producers interact to form a market and then how and why the government may intervene in that market. Students deepen their understanding of basic microeconomic theory through class discussion and debate, problem solving, and written reflection. Students visit a local production site and write a report using the market principles they have learned. Economic ways of thinking about the world will help them better understand their roles as consumers and workers, and someday, as voters and producers.

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**(NEW!) PERSONAL FINANCE:** In this course, students learn financial responsibility and social consciousness. We will examine a wide array of topics including personal budgeting, credit cards and credit scores, career and earning potential, insurance, real estate, financial investment, retirement savings, charitable giving, taxes, and other items related to personal finance. Students will apply their understanding of these topics by simulating real life financial circumstances and weighing the costs and benefits of their decisions. Throughout the course, students will have the opportunity to learn from individuals with varying perspectives and expertise in numerous fields. By reflecting on their roles in the broader economy as both producers and consumers, students will begin to consider how they can positively impact the world around them through their financial decisions.



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**RACE & SOCIETY:** What is race? Is it something we're born with? Is it an idea that society imposes on us? An identity we perform? A beneficial privilege? Does our own culture's conception of race mirror those found in other parts of the world? These are just a few of the questions that students in this course will explore together as they approach the concept of race as a social construct that shapes and is shaped by societies and cultures in very real ways. Throughout the course, students will learn about the changing relationship between race and society across time and across cultures. Engaging with readings, films, and speakers from a variety of academic fields (history, sociology, anthropology, literature) students will explore, research, reflect on and discuss the complex set of relationships governing race and society.

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## SEMESTER 2

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**9/11 IN A GLOBAL CONTEXT:** The tragedy of September 11, 2001 changed the world in profound ways. In this course, students explore the causes of 9/11, the events of the day itself, and its aftermath locally, nationally, and around the world. In place of a standard chronological framework, students instead view these events through a series of separate lenses. Each lens represents a different way to view the attacks and allows students to understand 9/11 as an event with complex and interrelated causes and outcomes. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. Students then analyze the post-9/11 period and explore how this event affected the U.S., the Middle East, and the wider world.

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**ENTREPRENEURSHIP IN A GLOBAL CONTEXT:** How does an entrepreneur think? What skills must entrepreneurs possess to remain competitive and relevant? What are some of the strategies that entrepreneurs apply to solve problems? In this experiential course, students develop an understanding of entrepreneurship in today's global market; employ innovation, design, and creative solutions for building a viable business model; and learn to develop, refine, and pitch a new startup. Units of study include Business Model Canvas, Customer Development vs. Design Thinking, Value Proposition, Customer Segments, Iterations & Pivots, Brand Strategy & Channels, and Funding Sources. Students use the Business Model Canvas as a roadmap to building



and developing their own team startup, a process that requires hypothesis testing, customer research conducted in hometown markets, product design, product iterations, and entrepreneur interviews. An online startup pitch by the student team to an entrepreneurial advisory committee is the culminating assessment. Additional student work includes research, journaling, interviews, peer collaboration, and a case study involving real-world consulting work for a current business.

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**GENDER & SOCIETY:** This course uses the concept of gender to examine a range of topics and disciplines that include feminism, gay and lesbian studies, women's studies, popular culture, and politics. Throughout the course, students examine the intersection of gender with other social identifiers: class, race, sexual orientation, culture, and ethnicity. Students read about, write about, and discuss gender issues as they simultaneously reflect on the ways that gender has manifested in and influenced their lives.

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**GENOCIDE AND HUMAN RIGHTS:** Students in this course study several of the major 20th century genocides (Armenian, the Holocaust, Cambodian, and Rwandan), analyze the role of the international community in responding to and preventing further genocide (with particular attention to the Nuremberg tribunals), and examine current human rights crises around the world. Students read primary and secondary sources, participate in both synchronous and asynchronous discussions with classmates, write brief papers, read short novels, watch documentaries, and develop a human rights report card website about a nation of their choice.

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**MACROECONOMICS:** Macroeconomics is the study of economic units as a whole rather than of their individual components. The aggregate unit is usually a national economy and that will be our focus in this course. Students will learn to better understand how to measure national economic activity with concepts like gross domestic product, unemployment and inflation and the strengths and weaknesses of these statistics. Students will then study theoretical methods of influencing national economic activity with monetary and fiscal policy and will learn about some of the controversy surrounding these policy tools. The advantages and disadvantages of international trade and of methods of setting exchange rates will also be introduced. The course will include an individual student investigation of a national economy other than their



home country. Students will identify their economic findings and present resolutions in their final report.

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# WORLD LANGUAGES

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## YEARLONG

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### ON GOA'S WORLD LANGUAGE PROGRAM:

GOA World Language courses seek to awaken student interest in language and culture through an approach that is at once rigorous and modern. With the exception of our new summer Spanish class, the courses are all yearlong, competency-based classes in which students are given considerable autonomy to progress through language acquisition modules and demonstrate mastery to their teachers as their skills develop. Our competencies and learning outcomes for these courses are adapted from [ACTFL's "can-do" statements](#). Our students typically achieve Novice proficiency by the end of a level I course, Intermediate proficiency by the end of level II and Intermediate High/Advanced Low proficiency by the end of level III. While our courses teach all four language skills, they place particular emphasis on interpersonal communication (as opposed to more presentational modes of communication). In addition to building their speaking and writing skills, students learn to leverage a modern understanding of language acquisition, how to align goals with practice, how to ask questions, how to curate resources from the internet and an extended network of native speakers of the target language. Students in these courses connect with one another frequently to discuss their language learning process and to take deep dives into the culture and history of the languages that they are studying.

Beginning in the 2019-2020 school year, Japanese II & III students will share a Canvas space—allowing for differentiated levels of language instruction and practice within a larger community for cultural exchange and discussions. The same is true for Arabic II & III. Level I students in Arabic, Japanese and Spanish will be in Canvas courses with only level I students.

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**ARABIC LANGUAGE THROUGH CULTURE I** Through study of Levantine (Jordanian) Arabic and the Arabic writing system, students develop novice proficiency in interpersonal communication. Students will be able to communicate in spontaneous spoken conversations on everyday topics, including personal introductions, families,



daily routines, and preferences, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**ARABIC LANGUAGE THROUGH CULTURE II** Arabic II students have one year of Arabic Language Through Culture or have demonstrated novice proficiency through summer coursework or other experiences. Students will communicate in spontaneous spoken conversations on familiar topics, including food, weather, and hobbies, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**ARABIC LANGUAGE THROUGH CULTURE III** Students in Arabic III have demonstrated intermediate interpersonal proficiency in Arabic (MSA or a dialect) through two years in Arabic Language Through Culture or other coursework, and have demonstrated an ability to work online independently and reliably with instructors and peers in Arabic Language Through Culture or another GOA class. Students in Arabic III will have opportunities to direct their own study through choice of material and topic. They will use Arabic to interact with native speakers on topics of their choosing, and to explore topics of interest through a variety of media (written works, audio, video, face-to-face interviews).

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**JAPANESE LANGUAGE THROUGH CULTURE I:** This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle and economy, students learn the basics of the Japanese writing system (Hiragana and Katakana), grammar and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students develop their speaking, listening, reading and writing skills. The cultural study and discussions are conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course is 60 percent on language and 40 percent on culture. This course is appropriate for beginner-level students.

**JAPANESE LANGUAGE THROUGH CULTURE II:** Through language learning, students in this course share their voices, cultivate global perspectives, and foster an appreciation for self and others. Students further develop the speaking, listening, writing, and reading skills introduced in Japanese Language Through Culture I. . Each unit follows the IPA model (Integrated Performance Assessment), blending three modes of communication: interpretation of authentic material in Japanese, synchronous and



asynchronous practice in speaking and writing, and oral and written presentations. Each unit focuses on one of the following cultural topics: Design and Expression, Ecology, Entertainment, East meets West, Harmony, and Nature. In addition, students will have the opportunity to select and pursue topics of their own interest. Grammar topics will cover the essential forms that are typically introduced in the second and third year of a high school Japanese program. By learning the Dictionary Form, Nominalizer, TE form, TA form, NAI form, and Noun Modifier, students are able to add more complexity to their sentence construction. In doing so, they shift from forming simple sentences to communicating in coherent paragraphs. As online learners, students are expected to exhibit superb time management and communication skills, as well as take ownership of their learning. While grammar instruction will be delivered through asynchronous work and face-to-face meetings, much of the course content will be curated and created by students through their research and collaboration. The focus of this course is 60 percent on language and 40 percent on culture. *Prerequisite: Japanese Language Through Culture I or permission from the instructor.*

**JAPANESE LANGUAGE THROUGH CULTURE III:** Students in Japanese III have mastered most of the conjugation patterns (TE/TA form, dictionary form, and NAI form) that are necessary to speak and write in complex structures. While advancing their grammatical knowledge (including giving and receiving, potential form, and honorific form), students will compare and examine similar functions and their subtle differences. In speaking, students are allowed to speak in an informal/casual style with each other and with the teacher in order to solidify their control of the Plain Form. Interpersonal communications will be done through face-to-face conversation and recorded messages. In reading and listening, students will curate, share, and practice grasping the gist of authentic materials. Materials may include TV commercials, news, movies, children’s books, online newspapers, and cooking recipes. Students will work on creative, expository, and analytical writing (comparing-and-contrasting in AP format). Semester 1 will incorporate JLPT N5 exam material. Taking the exam is not necessary, but encouraged. In Semester 2, students will participate in that GOA Catalyst Conference.

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## SUMMER ONLY

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**(NEW!) SPANISH LANGUAGE THROUGH CULTURE I:** This intensive summer course will give students with no prior exposure to Spanish the vocabulary, grammatical background and communicative skills that they need to jump into Spanish 2 at their schools. Students will master greetings and introductions, daily routines, likes and dislikes, numbers, telling time, question formation and other fundamental



communicative functions. Students will learn to communicate using common regular and irregular verbs in the present tense and the immediate future with *ir*. Students will also develop a broad-based vocabulary related to common settings including school and the classroom, home and family life and others. The primary focus of the course will be to develop novice interpersonal and presentational speaking and comprehension skills. Through synchronous and asynchronous interactions with classmates and instructors, students will practice their budding language skills in a flexible and playful online environment. This course will replicate what is typically a yearlong course, so students should expect to dedicate 15-20 hours per week during the 7-week summer session.

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