

2023夏季初高中学科辅导强化先修营 课程介绍

- 第一期: 06/05/-06/29(四周)
- 第二期: 07/10-08/03(四周)
 - 07/03-07/06 放假

2023夏季初高中学科辅导强化先修营

First Section: 06/05/-6/29 (4 Weeks)), Second Section: 07/10-8/3 (四周)

9:00AM-11:00AM	11:00AM-1:00PM	1:00PM-3:00PM	3:00PM-5:00PM	5:00PM-7:00PM	
Introduction to Physics 老师:Prof. Jia 8 weeks; Tue & Thurs	Introduction to Java 1 老师: Rhonda Anderson 8weeks; Tus-Thurs	Timed Reading & Writing (G8-G9) 老师: Adela Parnell 8 weeks; Mon & Wed	Literary Analysis & Essay Writing (G9-11) 老师: Adela Parnell 8 weeks; Tue & Thurs	SAT English 老师: Adela Parnell 8 weeks; Tue & Thurs	
AP Physics 老师:Mr. Lin 8 weeks; Mon & Wed	Python Programming 1 老师: Rhonda Anderson 8 weeks; Mon-Wed.	SAT Math 老师: 俞新天 4 weeks; Mon Thurs. 32 hours, 两期内容相同	Algebra II 老师:Julia Jiang 8 weeks; Mon & Wed		
Geometry level 1 老师:刘立峰 4 Weeks, Mon-Thurs 8 weeks; Ture& Thurs			Introduction to 老师:Guo 8 weeks; Mo 4:00-6	o statistics olin Lai on & Wed :00	
			Honor/PreAp Chemistry(老师:徐亮(8 weeks;M	High School 64Hour) 3:30-5:30) 1on-Thu	
			Pre-Alg 老师:Lir 4 weeks; Mo 4:30-6	ebra nda Ye on-Thurs :30	



"Introduction to statistics"



Why Learning Statistics

Statistics is used in various fields, e.g., science, healthcare, economics, psychology. It helps in making decisions, analyzing data, and predicting outcomes.

Statistics is a growing field with many career opportunities including data analyst, business analyst, financial analyst, market research analyst, and data scientist.

Statistics helps students develop critical thinking skills – how to analyze data, identify patterns, and draw data-based conclusions.

Statistics can impact high school students' college readiness. Nearly all college majors require a solid knowledge base of statistics. Students with a strong foundation in statistics will be better prepared for college coursework. Instructor name: Guolin Lai, Ph.D.

Teacher's biography: Undergraduate degree from Sichuan University, Master and Ph.D. fromGeorgia State University. Currently teaching undergraduate business statistics courses atUniversity of Louisiana at Lafayette.

Target students: eighth grade or higher.

Course description & amp; learning objectives:

Statistical techniques are possibly the most widely-used method of quantitative analysis in various fields. The course intends to introduce fundamentals of statistics to students, hoping to get them an edge in high school AP statistics. This Learning objectives of the course include

(1) Understand how to summarize and interpretdata using descriptive statistics and graphical methods, including the ability to interpret and report the findings to decision makers.

(2) Understand the basic principles of probability theory, sampling techniques, confidence interval estimation, and to describe their application to business problems.

Required Prerequisite:

fairly strong at middle-school level mathematics.

Required Text & Resources:

no textbook is needed. Learning resources like PowerPoint slides, extra learning resources/materials, and practice problems will be provided by the instructor.

Software needed for the class: PowerPoint, Excel

Detailed plan:

 Week 1: What is statistics? Frequency tables, frequency distribution, and graphic presentation 	 Week 2 & 3: Measures of location: mean, median, mode Measures of dispersion: range, variance, standard deviation Chebyshev's theorem, the Empirical Rule Quartiles, deciles, and percentiles 	 Week 4 Introduction to different approaches to probabilities Rules of addition for computing probabilities Rules of multiplication for computing probabilities Principles of counting
 Week 5: Introduction to random variables The mean, variance, and standard deviation of a discrete probability distribution Binomial probability distribution 	Week 6: • The Standard normal probability distributions	 Week 7: Sampling, sampling methods The Central Limit Theorem Using the sampling distribution of the sample mean
	 Week 8: Confidence intervals for a population mean Confidence interval for population proportion 	

Introduction to Physics

Instructor : Dr. Zhiyong Jia

Teacher's Biography: Dr. Jia earned his Ph.D. in physics from University of Alabama in December 2006. HE had since worked as Research Scientist at University of Louisiana at Lafayette from 2007 to 2013. He is present Engineer/Instructor at Grambling State University and also an adjunct research professor at UL-Lafayette.

Course Syllabus

This course is a one-semester equivalent course covering classical mechanics, work, energy, and thermodynamics.

Target Students:

Middle and/or high school students who are interested in taking advanced Physics class.

Course Descriptions & Learning objectives:

Introduction to Physics 1 is an introduction to mechanics. It includes motion in one and two dimensions, Newton's laws of motion and their applications, work and energy, linear momentum and collisions, rotational motion, and principles of conservation.

The learning objectives of the course are:

- 1. Increase students' understanding of natural laws in mechanics,
- 2. Develop students' curiosity about physical phenomena;
- 3. Enhance students' problem solving and critical thinking skills;
- 4. Enhance students' language proficiency in the domain
- 5. Increase students' ability to connect physical concepts, principles, and laws to the solution of realworld problems.

Required Prerequisites Algebra

Required Text & amp; Resources:

College Physics, 11th Edition (Serway and Vuille) ISBN-10 : 9781305952300 ISBN-13 : 978-1305952300 Alternative free online Textbook: https://openstax.org/details/books/collegephysics-2e

Detail Plan (8 weeks) TBA



Pre-Algebra

Re(z)

Instructor: Zhong Hui Ye (Linda Ye)

Teacher's Biography: Teaching college mathematics 15 years at community colleges (Dallas county and Tarrant County) and Universities (UT Arlington and TCU)

Description

This course formally introduces students to the language of algebra. It teaches students how to translate word phrases and sentences into mathematical Expressions, Equations, and Inequalities using Variables and how to solve Simple Linear Equations and Inequalities.

Objectives:

After completion of this course, students should be able to:

1 understand and work with variables and variables expressions

2 solve equations and inequalities with one variable 3 understand linear functions and their graphs and use them to solve problems.

4 Be ready to continue with Algebra. CBE and Geometry.

Contents

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- Absolute Value and Operations with Positive and Negative Integers
- Factors and Fractions
- Rational Numbers
- Ratio, Proportion, and Percent
- Functions and Graphing
- Simple Equations and Inequalities
- Real Numbers and Right Triangles
- Two-Dimensional Figures
- Three-Dimensional Figures



Algebra II

Course Syllabus:

This algebra II course covers quadratic equations, conics, polynomials, functions, logarithms, clever factorizations and substitutions, systems of equations, sequences and series. The curriculum teaches the method of problem-solving , not to memorize formulas.

Course Descriptions and Learning Objectives: Reviews key concepts of Algebra1. Builds on knowledge of functions and applications and strengthens foundation for calculus. Delves into polynomials, inequalities, optimization, and new forms and functions. Many problems are drawn from math contests such as the AMC 10, AMC 12, AIME, and Harvard-MIT Math Tournament.

Required prerequisites: Algebra 1, Pre-Algebra

Required text and resources: Intermediate Algebra by AOPS

Instructor: Julia Jiang

I am a high school junior who loves helping other students learn and understand. I have completed pre-alegbra to calculus 2 with straight As. I've won first place in district twice in Mathcounts in middle school, 5th place in state; first place in precalculus in regional tournaments, and first place in calculus 1 and 2 in the state for Mu Alpha Theta convention and State Rally. I have a 36 on the ACT in math and science and 760 in math on the PSAT. I have tutored pre-algebra and currently am teaching interactive and writing skills to students with mental disabilities. I also enjoy playing violin and reading fantasy novels.

Target Students:

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students looking to strengthen their mathematical background for high school and college, prepare for competitions, and learn valuable and fun problemsolving skills

Detail plan (8 weeks):

Week 1: Basic Techniques for Solving Equations,
Functions Review
Week 2: Complex Numbers, Quadratics
Week 3: Conics
Week 4: Polynomial Division
Week 5: Polynomial Roots pt 1
Week 6: Polynomial Roots pt 2
Week 7: Factoring Multivariable Polynomials
Week 8: Sequences and Series



Rhonda Anderson

Visiting Assistant Professor Lake Charles, Louisiana, United States 122 followers · 122 connections

Topics Covered:

- Intro to Computers, Internet, and Java
- Intro to Java Applications
- Intro to Classes, Methods, Strings
- Control Statements (Decision structures and Loops)
- Methods_A Deeper Look
- Arrays
- Object-Oriented Programming

Assignments:

- Students will complete various code-alongs with instructor.
- Lab assignments
- Final programming project

Target Students: Middle and high school students

Course Description: This course introduces a strongly typed programming language capable of OOP. The five basics topics covered are decision making, loops, text representation and manipulation, custom methods, and Class/object relation and implementation. The simple GUI component of the pop up window, basic algorithms of data I/O, array manipulation, and stand-alone programs are covered.



Intro to Java I

Instructor Name: Rhonda Anderson

Teacher's Biography: Rhonda Anderson is a Visiting Assistant Professor at McNeese State University with twelve years of experience as an educator. Rhonda's experience in education includes teaching within the public-school system, as well as, at the collegiate level. She currently teaches a wide array of computer science courses at the university. Rhonda strives to engage student learning in various areas of computer science with the direct intent to provide learners with adequate knowledge. With the advent of computers and technology becoming so widespread in today's society, Rhonda aspires to ignite an interest of STEM-related concepts in younger learners as well.

Learning Objectives:

- 1. Write programs of moderate size and complexity in the Java programming language.
- 2. Demonstrate ability to use the standard Java libraries.
- 3. Compile, test, and debug Java programs.
- 4. Design a program of moderate complexity as multiple, small, easily understood methods.
- 5. Demonstrate ability to write methods that pass arguments by value and by address.
- 6. Write programs that make use of arrays.
- 7. Demonstrate knowledge of integer versus floating type arithmetic.
- 8. Demonstrate ability to use various control structures: if, if/else, switch, while, do/while, and for.
- 9. Demonstrate knowledge of object oriented programming.

Required Prerequisites Students should have foundational mathematics knowledge, such as the ability to problem solve through word problems.

Required Text & Resources: The textbook will be provided in electronic form as a free download. Students should have access to a computer or laptop. Other materials, such as writing utensils and tablets for notetaking are required by the students. A USB drive or other storage drive is recommended, but not required. All software will be provided to students as a free download.

 Week 1 Day 1: Review Sy Required Softwa Overview; Introo Computer, Inter Java Day 2: Demonstri installing course (Eclipse). Studen install the softwa personal devices 	yllabus/ are/ Course duction to net, and ration on e software nts should are on S.	Week 3 • Day 5: Algorith Algorithm pra pseudocode & coding demos • Day 6: Discuss elements of a expressions, a statements, e	hms explained. Inctice with In-class Sion on Java program, assignments tc.	Week 5 • Day 9: Discus class demons working with structures. Le algorithms fo with decision • Day 10: Wrap Decision stru Introduction while, do whi	sion and In- trations on decision earning r programs structures. o-up lesson on ctures. to loops (for, ile)	Week 7 • Day 13: Lab 3 Introduction and arrays. In demonstratic demonstrate • Day 14: Intro object oriente programming objects, and e various funct with graphics	continuation. to methods -class ons provided to concepts. duction to ed y, working with exploring ions available programming.	
	12–10	6 June	26–29) June	17–2	21 July	31 July	– 3 Aug.
5–9 June 19–23		June 10–14 July		24–28 July				
 Week 2 Day 3: Introduction to Java programming language syntax, terminology, and working with comments. Day 4: Introduction to Lab 1. Instructor will explain each statement in Lab 1 code along, and have students modify the code in some way with diff. values, and purposely create an error. 		 Week 4 Day 7: Explanation of the three error types. In-class demonstrations on how to find and correct each error type. Introduction to Lab 2. Students will work with partners to complete Lab 2. Day 8: Lab 2 continuation. Introduction to Decision structures with conditional statements. 		 Week 6 Day 11: Discussion and Inclass demonstrations on working with loop structures. Learning algorithms for programs with loop structures. Day 12: Introduction to Lab 3. Students will work with partners to complete Lab 3. 		 Week 8 Day 15: Discussion and Inclass demonstrations on working with graphics. Learning algorithms for programs with graphics. Day 16: Lab 4/ Final program. Students will be allowed to demonstrate their knowledge by writing a program consisting of all concepts learned. 		



Rhonda Anderson Visiting Assistant Professor Lake Charles, Louisiana, United States 122 followers · 122 connections

Target Students: Middle and high school students

Course Description:

An introduction to problem solving and algorithm development using a high-level language such as Python. Concepts will include decision making using conditional statements, repeat behaviors using loops, creating functions, working with lists, and exploring introductory graphics.

Learning Objectives:

- 1. Write programs of moderate size and complexity in the Python programming language.
- 2. Demonstrate ability to use the standard Python libraries.
- 3. Compile, test, and debug Python programs.
- 4. Design a program of moderate complexity as multiple, small, easily understood functions.
- 5. Demonstrate ability to write functions that pass arguments by value and by address.
- 6. Write programs that make use of lists.
- 7. Demonstrate knowledge of integer versus floating type arithmetic.
- 8. Demonstrate ability to use various control structures: if, if/else, if/elf/else, while, and for.
- 9. Demonstrate knowledge of graphics programming.



Instructor Name: Rhonda Anderson

Teacher's Biography:

McNeese State University

McNeese State University

Rhonda Anderson is a Visiting Assistant Professor at McNeese State University with twelve years of experience as an educator. Rhonda's experience in education includes teaching within the public-school system, as well as, at the collegiate level. She currently teaches a wide array of computer science courses at the university. Rhonda strives to engage student learning in various areas of computer science with the direct intent to provide learners with adequate knowledge. With the advent of computers and technology becoming so widespread in today's society, Rhonda aspires to ignite an interest of STEM-related concepts in younger learners as well.

Course Syllabus Topics Covered:

- Computers and Programs
- Writing Simple Programs
- Computing with Numbers
- Objects and Graphics
- Sequences: Strings, Lists, and Files
- Defining Functions
- Decision Structures
- Loop Structures and Booleans

Assignments:

- Students will complete various codes along with the instructor.
- Lab assignments
- Final programming project

Required Prerequisites

Students should have foundational mathematics knowledge, such as the ability to problem solve through word problems.

Required Text & Resources:

The textbook will be provided in electronic form as a free download. Students should have access to a computer or laptop. Other materials, such as writing utensils and tablets for notetaking are required by the students. A USB drive or other storage drive is recommended, but not required. All software will be provided to students as a free download.

Week 1 (June 5th – 9th):

- <u>Day 1</u>: Review Syllabus/ Required Software/ Course Overview; Introduction to Computer and Programs
- Day 2: Demonstration on installing course software (*Python and Wing IDE*). Students should install the software on personal devices. Introduction to the IDE *and* Python interactive shell; First Python program code-along.

Week 2 (June 12th – 16th):

- Day 3: Review of fundamental computer terminology from "Computers and Programs" introduction. Introduction to math operators and working with comments.
- <u>Day 4</u>: Introduction to Lab 1. Instructor will explain each statement in Lab 1 code along, and have students modify the code in some way with diff. values, and purposely create an error.

Week 3 (June 19th - 23rd):

- Day 5: Algorithms explained. Algorithm practice with pseudocode & In-class coding demos.
- Day 6: Discussion on stages of a Python program, elements of a Python program, expressions, assignments statements, etc.

Week 6 (July 17th – 21st):

 Day 11: Discussion and In-class demonstrations on working with loop structures. Learning algorithms for programs with loop structures.
 Day 12: Introduction to Lab 3. Students will work with partners to complete Lab 3.

Week 7 (July 24th – 28th):

<u>Day 13</u>: Lab 3 continuation. Introduction to functions and lists. In-class demonstrations provided to demonstrate concepts.
 <u>Day 14</u>: Introduction to Graphics, working with objects, and exploring various functions available with graphics programming.

Week 5 (July 10th – 14th):

 <u>Day 9</u>: Discussion and In-class demonstrations on working with decision structures. Learning algorithms for programs with decision structures.
 <u>Day 10</u>: Wrap-up lesson on Decision structures. Introduction to loops (*for, while*)

Week 4 (June 26th – 29th):

- Day 7: Explanation of the three error types. Inclass demonstrations on how to find and correct each error type. Introduction to Lab 2. Students will work with partners to complete Lab 2.
- Day 8: Lab 2 continuation. Introduction to Decision structures with conditional statements.

Week 8 (July 31st – Aug 3rd):

Day 15: Discussion and In-class demonstrations on working with graphics. Learning algorithms for programs with graphics.
Day 16: Lab 4/ Final program. Students will be allowed to demonstrate their knowledge by writing a program consisting of all concepts learned.

Detail Plan (8weeks)

Honor Chemistry

Instructor: Liang Xu

Mrs. Xu • Advanced degrees from Perking University and Loyola University Chicago • Research experience in pharmaceutical field • Over 14 years teaching experience • Teaching all levels of chemistry courses, including IB Chemistry I(SL&HL), IB Chemistry II (SL&HL), Honor/Pre-AP Chemistry, AP Chemistry, The Integrated Physics and Chemistry (IPC)

Course Objectives

By the end of this semester, the successful students will be able to

Course Description

Chemistry is often referred to as the central science. It is a connecting link between many other disparate fields including physics, biology, geology, materials science, medicine, and some branches of engineering. Pre-AP is designed to introduce students to concepts and basic ideas of chemistry and prepare students for advanced courses such as AP chemistry and college science courses. This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes.

Target Students

Students who plan take AP Chemistry in future Course Pre-requisites Must take Algebra II co-currently or higher. Successful completion of Biology. Required Textbook Modern Chemistry by Holt Total Course Hours 2 h/week for 16 weeks



ad to Dy Ho H Im Ib on Bk. O' Ex Fm Md No 1. Matter and Energy: Students will be able to classify, identify, and describe different types of matter and how matter and energy can be change to different forms.

2. Atomic Structure: Students will be able to identify the parts of atoms, to explain how we know what an atom made of, and to describe what happens when atoms and their parts are changed through a chemical reaction.

3. Electrons: Students will be able to describe and identify the location of electrons in an atom and how the arrangement of electrons in an atom affects its chemical reactivity and properties.

4. The Periodic Table: Students will be able to explain how the periodic table was developed and how the organization of the periodic allows us to predict properties of elements.

5. Bonding: Students will be able to describe and differentiate between different types of intermolecular and intramolecular bonding and explain how the type of bonding affects a compound's properties. Students will be able to name different types of compounds based on the type of bonding.

High School English

Instructor: Adela Parnell

I am from East Bernard, Texas. I taught for 27 years. I retired from the public-school system in 2018. I have the following degrees: Bachelor's in English from University of Texas at Tyler Master of School Business Administration, Master of TESOL Master of English.

Timed Reading and Writing (Class 8th and 9th grade)

The purpose of the reading and writing class is to develop students' writing skills while fostering inquiry and creativity. Students develop the habit of writing for personal and professional reasons. In a writing workshop, students are exposed to a variety of genres, emphasizing fiction and nonfiction texts that are common in professional publications and media. Students are continually developing their abilities to communicate in writing effectively, taking into consideration audience, purpose, and form. Students will be exposed to writing pieces where they will be timed for in order to prepare them for AP English classes.

To become a better writer, students need consistent, predictable time to write independently. For students to understand the habits of an effective writer, habits of mind must be modeled for them by a writer, their teacher.

•Students must define engaging purposes and real audiences for their writing that help to shape composition, diction, and voice.

•Students need consistent, targeted feedback on their writing skills.

•Individual conferences are one of the essential structures for assessing students' needs and areas of growth.

I will provide excerpts from various novels and short stories. I will send these via email to students. Some will be read during class time and some may be homework.

We will also work on grammar skills as we work on writing skills.

High School English

Instructor: Adela Parnell

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Bachelor's in English from University of Texas at Tyler Master of School Business Administration, Master of TESOL Master of English.

SAT ENGLISH

The SAT Prep course concentrates on SAT reading, vocabulary and writing skills. The course includes practice in taking the SAT test, as well as strategies for the question types (sentence completion, vocabulary, critical reading, and writing – finding errors / revision). We will focus on grammar skills also.

Reading-- The goal for reading in this class is to read college level material closely and critically in order to answer difficult questions about the text. The Reading Section for the SAT requires students to answer evidence-based questions about a challenging reading selection in a timed setting. The class will prepare and practice for these reading passages and questions.

Writing -- The goal for writing in this class is to prepare for the optional essay section on the new SAT which will be required by some colleges. Learning to plan and respond in writing quickly will help students on the SAT Writing test as well as other exams with writing including AP exams, college exams, SAT subject tests, etc. The new essay is an analysis essay based on a piece of text, so we will discuss and practice writing literary and rhetorical analysis.

Literary Analysis & Essay Writing

Instructor: Adela Parnell

Target Students: 9-11th grade

Course Syllabus

Students will become familiar with literary criticism and understand the various ways of engaging literary texts. Students will be able to formulate an argument based on a literary text. Students will demonstrate their analytical skills through interpretive and analytical scholarly writing. Students will be able to gather, interpret, and evaluate source material in their writing using MLA format. Students will be able to work collaboratively to analyze and respond to literature in a class discussion format. Students will be able to differentiate the various literary genres and understand the conventions and styles behind such genres.

Students learn the building blocks of effective compositions by starting with the basis for all essays the paragraph. After they have learned about the structure and organization of ideas in a paragraph, they begin the study of the essay. Students read model essays and analyze the essays from the perspective of both a reader and a writer. In writing their own essays, students apply the concepts they have learned from studying the models. Students go through a process in writing essays: They plan, organize, write, revise, and proofread their essays, implementing feedback they receive in the early stages of writing. Students will learn to write in response to prompts for college application

Course Description:

Literature opens our eyes to the world around us and allows us to see not only how we see the world, but also to understand how others view the world. In this course for literary analysis and writing class we will focus on specific literary genres in order to examine how authors use the literary form to make sense of their world. Students will learn the analytical skills of close reading, literary interpretation, and how to build a text-based argument in order to uncover meaning found in literary texts.

This course will introduce students to the skills necessary for literary scholarship. In this class, students will learn how to analyze literature and interact with the historical and cultural discourses literary texts engage. This course will introduce students to various schools of literary

criticism from which they can approach a literary text. Students will demonstrate such criticalthinking skills through interpretive and analytical essays. This course will provide students with

the concepts, skills, and strategies needed to succeed in upper-division literature course.

INTRODUCTION TO GEOMETRY

SYLLABUS GENERAL CLASS

- AOPS Introduction to Geometry是专门为了那些已经完成Algebra 1学习,具有一定几何基础,并且希望 能够继续扩展Geometry知识的同学开设的。该课程不仅包含了初高中衔接阶段的几何的基础知识,更 是在广度和深度上帮助同学提高数学能力,完成这门课程的学习,同学们有能力轻松的应对高中阶段 几何课程的学习,同时可以结合代数方面的知识,达到数学全方位的提升,从而圆满完成高中阶段数 学的学习任务。
- AOPS Introduction to Geometry is specifically for those students who have already completed the study of Algebra 1, have a certain foundation of Geometry, and wish to continue to expand their knowledge of Geometry. This course not only contains the basic knowledge of geometryin the connecting stage of junior high school and senior high school, but also helps students to improve their mathematical ability in terms of breadth and depth. After completing the study of this course, students are able to easily deal with high school geometry course study, and can combine algebra knowledge at the same time, achieve all-round improvement in mathematics, so as to successfully complete the task of high school mathematics study.

Class Reference

- Basic Requirement
 - Completed Algebra 1
 - The students need to spend at least half an hour every day to practice
 - Strong logic thinking and imagination mindset
- Class Size
 - Medium Class (5-10 students) (2 Sections, 64 hours)
 - Section 1 (2023 Summer): 32 hours schedule (including 2 hours final test)
 - Section 2 (2023 Full): 32 hours schedule (including 2 hours fina test)
- Reference Book
 - Introduction to Geometry (AOPS)

Class Key Points Schedule

Section 1 (2023 Summer, 32 Hours)

- What's in a Name? (2 hours)
- Angles (2 hours)
- Congruent Triangles (4 hours)
- Perimeter and Area (2 hours)
- Similar Triangles (4 hours)
- Right Triangles (4 hours)
- Special Parts of a Triangle (4 hours)
- Quadrilaterals (4 hours)
- Polygons (4 hours)
- Section 1 Test (2 hours)

Section 2 (2023 Fall, 32 Hours)

- Geometric Inequalities (2 hours)
- Circles (4 hours)
- Circles and Angles (4 hours)
- Power of a Point (4 hours)
- Three-Dimensonal Geometry (4 hours)
- Curved Surfaces (4 hours)
- Transformation (4 hours)
- Analytic Geometry (4 hours)
- Section 2 Test (2 hours)